

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.” Joshua 1:9

Latchford St James C of E Primary School – RE Progression Map EYFS –Y6 2025/26

Aims

Religious Education at Latchford St James is central to our deeply Christian character. It is a key way in which the school works towards ‘being strong and courageous, not afraid or discouraged’ through growth in body, mind and spirit. We study religion within a Christian context, reflecting the Anglican tradition of our school and aim for the highest standards of excellence. We provide a safe space for each unique individual to explore their beliefs, whatever those beliefs might be. We aim to provide pupils with as well-developed understanding of the Christian faith as possible, alongside promoting love and understanding for other faiths. Children gain understanding of Christian values through their study of RE. Their studies help them to understand why values such as Love, Respect, Compassion and Kindness are important and help them to understand Christian theological teaching about these values. We hope that pupils will also be presented with challenges to some of the values that are current in modern materialistic society. Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Latchford St James we develop the children’s knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Whole-School Multi-Faith Week (Years 1–6 Summer term 2)

Overall Intent:

To deepen pupils' understanding of Christianity (particularly Anglican tradition) by exploring similarities and differences with one world faith each year. Pupils build progressively on knowledge of sacred texts, worship, rituals, festivals, beliefs, moral teachings, and lived expression of faith.

Linking to the National Curriculum for RE (non - statutory guidance)

KS1 :

- To listen and respond to stories from different religions
- Recognise and explore similarities and differences between religions
- Identify what is important to themselves and others

KS2

- Describe and make connections between different religions and world views
- Comment on similarities and differences
- Describe how beliefs are expressed
- Reflect on what it meant to belong to a faith community
- Develop reasoned and informed views about religious issues.

EYFS / REC

	Enquiry question	Outcomes	Key Questions	Content	Hours
1. Harvest	Why do people of faith say thank you to God at Harvest time?	WT talk about the food they enjoy. ARE talk about harvest around the world. talk about why we celebrate harvest.	Why is it important to say thank you? Why do Christians say thank you to God at Harvest time? How do Christians say thank you to God at Harvest time? Can you think of a way to give thanks to God for his creation and the harvest?	Giving thanks to God for His wonderful creation and for the Harvest. To widen pupils understanding of the world and where food comes from. To explore the value of being thankful, recognising that we have access to plenty of food in Britain but there are many places and people in the world who do not have enough.	5

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		<p>talk about why it is important to help others, particularly at harvest time.</p> <p>GD Can they make links between harvest and other celebrations that say “thank you” for food. Can they suggest reasons why harvest might look different in hot or cold countries. Can they connect harvest giving to Christian teaching about love, kindness, or fairness. Can they suggest their own ways they could help others at harvest or other times of the year.</p>	<p>Why is it important to help others? What are your favourite foods and why do you enjoy them?</p>	<p>To take some part in a harvest festival celebration in church or school.</p> <p>To have the opportunity to talk about their favourite foods and to enjoy tasting different food.</p>	
2. Christmas	How do Christians Celebrate Jesus' Birthday?	<p>WT talk about their own experiences of Christmas. ARE recall/retell the nativity story. Identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about feelings related to celebrating Christmas and birthdays. GD Can retell the story with more detail, including why the events are important to Christians. Can explain the “good news” part of the story (Jesus being born). Can suggest why Christians might say Jesus is a gift from God. Can make links between their own feelings at celebrations and how Christians might feel about Jesus' birth.</p>	<p>What is a birthday? When is your birthday? In what ways do you celebrate your birthday? How do Christians celebrate Jesus' birthday? Why was Jesus a special baby?</p>	<p>Discussing all the different ways in which we celebrate the birthdays of people of all ages.</p> <p>If possible arrange the visit of a baby to your classroom and/or a collection of baby items.</p> <p>Talk about the ways in which the children will be celebrating Christmas.</p> <p>Tell and retell the story of the nativity several times using different storytelling techniques.</p> <p>Clearly emphasise that for Christians Christmas is a celebration of the birth of Jesus.</p> <p>Look at the ways in which the local church is going to celebrate Christmas. Invite the vicar/minister and/or a member of the congregation to visit and describe the celebrations.</p> <p>The story of Anna and Simeon (Luke 2:21-40)</p>	5
3. I am special	Why are we all different and special?	<p>ARE talk about themselves, their likes, dislikes, and what makes them special. talk about feelings they have experienced. talk about the names Christians give to God. talk about Muslim prayer beads and how they are used. GD Can reflect on what makes them the same as others and what makes them unique, recognizing everyone has both similarities and differences.</p>	<p>What are my favourite things? Why are names important? Why do Christians believe that all people are special in the eyes of God? Why do Christians believe that God is their heavenly father? What are the names that Christians and Muslims give to God? How do we know that we are special in the eyes of God?</p>	<p>An opportunity for children to think about and discover more about themselves, their likes, dislikes, physical features, abilities etc, including looking at handprints, footprints and fingerprints. Talk about emotions and the experiences related to them. Recognising that each of us is special and different.</p> <p>Talking about the Christian belief that God is our Heavenly Father and that He makes each one of us different and special, He knows us and loves us.</p> <p>The importance of our names.</p>	5

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		<p>Can observe and comment on how their preferences (likes/dislikes) might shape their friendships or communities, e.g., “I like to read, my friend likes drawing — that’s why we can’t always play the same games, but we’re still friends.”</p> <p>Can articulate why they are special in relation to wider communities, such as their family, class, or faith context — e.g., “I help my mum at home so that’s something special about me.”</p>			
4. Easter	Why do Christians believe that Easter is all about love?	<p>ARE</p> <p>tell you that Christians believe Jesus died on the cross because God loves everyone.</p> <p>briefly retell the story of Easter.</p> <p>identify symbols associated with Easter.</p> <p>talk about their own experiences of love and other emotions expressed in the Easter Story.</p> <p>ask questions about the Easter story</p> <p>GD</p> <p>Can ask deeper questions about meaning and purpose, e.g., “Why did Jesus choose to die?” or “What does Easter mean for Christians today?”</p> <p>Can reflect on emotions in the Easter story (e.g., sadness, hope, joy, love) and relate them to their own experiences.</p> <p>Can notice that people in the story responded differently to events and discuss why.</p> <p>Can explore how showing love and kindness is important today, linking it to the story.</p> <p>Can explain the “good news” of Easter, including the resurrection and what it means for Christians.</p> <p>Can sequence the events accurately and begin to explain the feelings of the people involved.</p>	<p>What is love?</p> <p>Where is love?</p> <p>Who do you love?</p> <p>Who loves you?</p> <p>How do you/they show that love?</p> <p>How did Jesus show that he loved us?</p>	<p>Stories of</p> <p>Palm Sunday</p> <p>The Last Supper</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Discussion of the emotions in the stories and the children’s own experiences related to the events in the stories.</p> <p>Explore what it means to love and be loved.</p>	5
5. Stories Jesus told us.	Why did Jesus tell stories?	<p>WT</p> <p>identify a Bible.</p> <p>ARE</p> <p>recall/retell some of Jesus’ stories.</p> <p>talk about their own experiences and feelings.</p> <p>ask and respond to questions about their experiences and feelings.</p> <p>give a simple explanation of the things we can learn from Jesus’ stories.</p> <p>GD</p>	<p>Where will you find the stories which Jesus told?</p> <p>To whom did he tell these stories?</p> <p>What do the stories teach us?</p> <p>Why did Jesus tell stories?</p>	<p>Jesus told important stories called parables. These stories can be found in the Bible. Jesus told these stories to teach us about God and how to live our lives.</p> <p>The stories of</p> <p>The Good Samaritan</p> <p>The Sower</p> <p>The Great Feast</p> <p>The Lost Sheep</p> <p>The Wise and Foolish Builders</p> <p>The Lost Coin</p>	5

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		<p>Can explain the Bible is a special book for Christians and why it is important.</p> <p>Can identify different parts of the Bible (Old Testament, New Testament, Gospels) and explain what each part is about in simple terms.</p> <p>Can retell Jesus’ stories in more detail, including key events, characters, and what happened at the end.</p> <p>Can explain why certain experiences made them feel happy, sad, or proud, linking to understanding others’ feelings.</p> <p>Can respond thoughtfully, showing awareness of others’ feelings and linking responses to their own experiences.</p> <p>Can explain the meaning or lesson of a story in their own words, going beyond simple statements like “be kind” to why it matters in life.</p>		<p>You may decide not to tell some of these stories it will depend on where the children’s interest takes you.</p>	
Special Places	What makes a place holy?	<p>ARE</p> <p>talk about their special places.</p> <p>talk about places of worship as special/holy places.</p> <p>talk about taking off your shoes in a special/holy place.</p> <p>GD</p> <p>Can explain why a place of worship is important to the people who use it and what makes it “holy” or special.</p> <p>Can explain why people might remove shoes in certain holy places, linking it to respect and tradition.</p> <p>Can compare this practice to other actions people take to show respect in holy or special places (e.g., bowing, covering heads).</p> <p>Can notice similarities and differences between different places of worship (church, mosque, temple, synagogue).</p>	<p>Where is your special place?</p> <p>Why is it special?</p> <p>Why is the church a special place for Christians?</p> <p>Why is the Mosque a special place for Muslims?</p> <p>When do you visit your special place?</p> <p>Who goes with you to your special place?</p> <p>What makes a place a holy place?</p> <p>Why do some people of faith remove their shoes before entering their place of worship?</p>	<p>Creating a special place.</p> <p>Talking about special places in the children’s own experiences indoors and outdoors.</p> <p>Visiting the Church and talking about why the Church is a holy place for Christians.</p> <p>Visiting a Mosque and talking about why the Mosque is a holy place for Muslims.</p> <p>Looking at pictures of Hindu Temples from around the world.</p> <p>Discussion about why some people of faith remove their shoes when they enter their holy place.</p>	5

Year 1

	Enquiry question	Outcomes	Key Questions	Content	Hours
1. Harvest	How can we help those who do not have a good harvest?	<p>WT</p> <p>talk about harvest around the world.</p> <p>talk about why we celebrate harvest.</p> <p>talk about why it is important to help others, particularly at harvest time.</p> <p>ARE</p>	<p>Why do we celebrate the Harvest Festival?</p> <p>Where does our food come from?</p> <p>Which foods do you enjoy the most?</p> <p>How can we help those who do not have a good harvest?</p> <p>Why should we help those who do not have a good harvest?</p>	<p>https://questful-re.org.uk/unit-1-1-harvest/</p>	5

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		<p>Talk, using religious language, about Harvest Festival Celebrations. Express feelings about the issues raised by Christian Aid/Tear Fund materials Ask questions about their own and others' experiences. Talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated. GD Christians believe that helping others is part of putting their faith into action. There are Christian charities working worldwide to improve the lives of people living in countries where the harvest has failed.</p>			
2. Christmas	Why do we give and receive gifts?	<p>WT recall/retell the nativity story. identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about feelings related to celebrating Christmas and birthdays. ARE Retell the nativity story in two parts, a) the shepherds and b) the wise men. Talk about giving gifts that are not objects. Talk about the feelings associated with giving and receiving gifts. GD To understand why Christians believe Jesus is God's son, the promised Messiah.</p>	<p>Why do people give and receive gifts at Christmas? Why is Jesus described as a gift? How does it feel when you give and receive gifts? What is the best gift you have ever received?</p>	https://questful-re.org.uk/unit-1-3-christmas/	5
3. Creation	<p>What Do People of Faith Believe About God as Creator?</p> <p>What are your favourite things that God created?</p>	<p>WT Talk about what they find amazing, interesting or puzzling in creation. ARE Christians, Muslims, and Hindus believe that God created the world. The creation stories are at the very beginning of the Bible and are able to recall details briefly. GD Talk about how Christians, Muslims and Hindus believe that creation shows the power and wonder of God. Understand that they are creative beings and enjoy their creative skills. Christians, Muslims, and Hindus believe that people should be taking care of our world.</p>	<p>What do people of faith believe about God as creator of the world? I wonder how God felt when he had made the world? How have the actions of people spoilt the world? What do you feel about the wonder of creation? What are your favourite things that God created?</p>	https://questful-re.org.uk/unit-1-2-creation/	5

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4. Easter	<p>Why Do Christians Believe Easter is a New Beginning?</p> <p>What do you think is the most important part of the Easter Story?</p>	<p>WT Recall events of the Easter story Reflect on the awe and wonder of new life and changes in nature. Talk about their own experiences of Easter and springtime.</p> <p>ARE Retell the events of the Easter story. The events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. Christians believe that Easter is a new beginning Christians believe that Jesus died and rose back to life again.</p>	<p>What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? Why do Christians believe Easter is a new beginning?</p>	<p>https://questful-re.org.uk/unit-1-5-easter/</p>	5
5. Baptism	<p>How Do People of World Faiths Welcome New Babies? Why is Baptism special?</p>	<p>WT Talk about what belonging means to them. Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church. Water is a symbol of baptism.</p> <p>ARE Use religious vocabulary such as vicar, priest, font, baptism church and prayer. Tell you about what happens when a baby is baptised. People can be baptised at any age, in the font at church, in a pool, a river or the sea. Jesus was baptised in the river Jordan by John the Baptist. People of world faiths welcome new babies in special ways. The words of the call to prayer are whispered in the ear of new born Muslim babies. Giving babies a meaningful name is important to people of faith</p> <p>GD Talk about the ways in which people of world faiths welcome new babies. Talk about why sometimes hair is shaved from the new-born's head.</p>	<p>What does it mean to 'belong'? What is baptism? Why are some people baptised? Why is baptism special? What is a promise? Where is it kept? How is it kept? What makes a person feel they are part of God's family? How do people of faith welcome new babies? How do people of faith welcome new members?</p>	<p>https://questful-re.org.uk/unit-1-7-baptism/</p>	5
Multi Faith week	<p>How are festivals, books, rituals and prayers similar and different in Catholic and Church of England Christianity?</p>	<p>WT Identify one or two objects or festivals from Christianity. Offer simple observations (“They both have a Bible”).</p> <p>ARE Name key festivals (Christmas, Easter) and explain why they are special. Identify similarities and differences between Catholic and Anglican churches. Describe simple Christian rituals</p>	<p>What makes a church special? What do Christians celebrate and why? How do Christians pray? What is the same and what is different in Catholic and Anglican churches?</p>	<p>Bible as a holy book Church objects: altar, font, candles, cross Rituals: baptism, prayer, blessings Festivals: Christmas, Easter Church layout differences between Catholic / Anglican churches Simple similarities (same God, Jesus, Bible) and differences (sign of the cross, saints, style of worship, Lord's prayer)</p> <p>Visit a local Catholic and Church of England church – Notice symbols, objects, altar, font, stained glass, spaces for prayer.</p>	5

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		(baptism, prayer). GD Explain why Christians use rituals (“It shows that...”). Compare churches more thoughtfully (e.g., “Catholics use holy water because...”). Ask deeper questions (“Why do Christians celebrate Easter differently?”).		Final piece: “Similarities and differences between Catholic and Church of England Christianity” using drawings, labels, and simple sentences.	
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Year 2

	Enquiry question	Outcomes	Key Questions	Content	Hours
1. The Bible	<p>Why Are Sacred Texts/Holy Books So Important To People of Faith?</p> <p>Why is the Bible such a special book?</p>	<p>WT The Bible is the Christian holy book. The Bible is made up of a library of books. The Bible is in two sections: the Old Testament and the New Testament.</p> <p>ARE Talk about the Bible and why it is Holy. Talk about why the clergy think the Bible is Holy. Talk about why owning a Bible is very important to Christians worldwide. Identify Torah Scroll, Yad, Mantle and the Ark in the Synagogue. Identify a Torah, Qur’an and Guru Granth Sahib from photographs. Talk about why the Holy books are so important to people of faith.</p> <p>GD Make links between the books of the Bible and God’s big story. Reflect on the story of Mary Jones and consider ways in which they can make a difference. Name and talk about the holy books from world faiths they have investigated Use correct religious vocabulary to talk about the ways in which the Holy Books across the World Faiths are treated. Identify and describe the impact of the Holy Books and their content on the lives of believers.</p>	<p>Why is the Bible such a special book? Why do Christians believe that the Bible is a holy book? The Bible is in two parts which are different. Why/how are they different? Why are Holy Books so important to people of faith? In what ways are Holy Books treated differently to all other books? What makes a Holy Book different from all other books?</p>	<p>https://questful-re.org.uk/unit-2-1-the-bible/</p>	5
2. Christmas 2.2	<p>Why Do Christians Believe The Birth of Jesus Was Such Good News?</p>	<p>WT Talk about their own feelings and experiences of good news.</p> <p>ARE Christmas is a celebration of the good news. Angels are the good news bringers. Christians believe that the good news is that Jesus is the saviour of the world.</p>	<p>How is good news delivered? Who passes on good news? Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told and celebrated today? The news is very old, how can it still be good news?</p>	<p>https://questful-re.org.uk/unit-2-2-christmas/</p>	5

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		Retell the Christmas story, including the story of Zechariah. GD Christians believe that the content of the Christmas story is good news. The good news impacts on the world then and now. Ask and respond sensitively to questions about the experiences of Mary and the shepherds.	What do angels do? What do angels look like?		
3. Jesus	Why did Jesus welcome everyone?	WT Talk about their own feelings and experiences. ARE Know that the stories covered in this unit can be found in the gospels in the New Testament. Retell the stories covered in this unit. GD Christians believe that Jesus' miracles reveal him to be the Son of God. Christians believe that we should welcome everyone and try to be a friend of all as Jesus was. Make the connection between the Bible stories and Christian belief Talk about the work of Christian charities and make the connection to Jesus teaching and actions	What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?	https://questful-re.org.uk/unit-2-3-jesus/	5
4. Easter	How do symbols help us to understand the Easter story?	WT Know some knowledge on Easter in the Bible. ARE Identify and name some of the symbols of Easter. Retell the Easter story. Talk about their own experiences of Easter celebrations. GD Use religious vocabulary to simply describe what the symbols of Easter mean. Describe briefly why Christian people celebrate Easter. Explain what they think to be the most important thing about Easter.	How do symbols help us to understand the meaning of the Easter story? How does the meaning of (name a particular symbol) help us to understand the Easter story? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?	https://questful-re.org.uk/unit-2-4-easter/	5
5. Ascension and Pentecost	What Do Christians Believe Happened at Ascension and Pentecost? What happened at the Ascension and Pentecost?	WT Know that the ascension and the events of Pentecost are in the New Testament. ARE Retell the stories of Jesus' ascension and the events of Pentecost. Talk about their ideas of heaven. GD	Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church? How does it feel when we say goodbye?	https://questful-re.org.uk/unit-2-6-ascension-and-pentecost/	5

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		Connect the gifts of the spirit with the school's Christian values. Describe the symbols of the Holy Spirit.			
6. Multi faith week	Hinduism What are the similarities and differences between Christianity (Church of England) and Hinduism?	WT Identify that Hindus and Christians have holy books/celebrate festivals. Name a Hindu festival. ARE Describe how Christians and Hindus worship differently. Identify similarities (celebrations, family importance, holy books). Use simple vocabulary (mandir, puja, diya, God). GD Explain why festivals matter (“Diwali celebrates light defeating darkness...”). Make thoughtful comparisons about God, worship, and values. Use wider Hindu concepts (e.g., a murti helps focus on God).	How do Hindus pray? How do Christians pray? How are Hindu and Christian festivals similar? What makes a mandir and a church special?	Holy books: Bible / Bhagavad Gita or Vedas Places of worship: church / mandir Festivals: Diwali / Christmas God: Christians believe in one God; Hindus express belief in Brahman through many forms Prayer: church services vs. puja at home or mandir Sacred symbols: cross / om and diya lamps Community and family Visit a Hindu Mandir Final Piece: comparison of Christianity & Hinduism with images, vocabulary, and reflections.	5

Year 3

	Enquiry question	Outcomes	Key Questions	Content	Hours
Harvest	How do people of faith say thank you to God for the harvest?	WT Talk, using religious language, about Harvest Festival Celebrations (Y1) ARE Harvest is celebrated throughout the world by people of all faiths and none. Harvest is mentioned throughout the Old Testament. GD Describe the ways in which Christian harvest festival celebrations show Christian values in action. Describe and recognise similarities between different religious harvest festivals Describe the key features of the Jewish festival of Sukkot. Describe the key features of the Hindu festival of Pongal. Express their own opinion as to why communities celebrate Harvest.	Why do communities celebrate the harvest? Why do Christians celebrate the Harvest Festival? What exactly is being celebrated at harvest? Who celebrates the harvest? How do communities around the world celebrate harvest? Why is the harvest celebrated by people with faith and those of no faith? What does the Harvest Festival, and being thankful mean to you?	https://questful-re.org.uk/unit-3-6-harvest/	5
Christmas	Why Do Christians Believe Jesus Was 'God With Us'?	WT Christmas is a celebration of the good news. (Y2)	In what ways do Christians believe that God is with us? How does it feel to be in the presence of	https://questful-re.org.uk/unit-3-2-christmas/	5

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	<p>How does the presence of Jesus impact people's lives?</p>	<p>Angels are the good news bringers. (Y2) Christians believe that the good news is that Jesus is the saviour of the world. (Y2) ARE Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. Make links between their own experiences and the experiences of others. Retell stories about the presence of Jesus changing people's lives GD Christians believe God is with them through his Son, Jesus, and the Holy Spirit. Christians believe that the presence of God changes their lives. Describe the ways in which the actions of Christians show Jesus' presence in the world. Ask good questions about religious beliefs.</p>	<p>God? How did/does the presence of Jesus have an impact on people's lives? In what ways do Christians believe that they are the presence of Jesus in the world today?</p>		
<p>Called by God</p>	<p>What Is The Role of a Faith Leader Who Has Been Called By God? What does it mean to be called by God?</p>	<p>WT The Bible is in two sections: the Old Testament and the New Testament. (WT Y2) ARE Talk about in detail the Bible stories you have discussed. People are called by God today, and their lives are changed as they respond in a variety of ways e.g. ordination, ministry in the local church or missionary work abroad etc. GD Ask important questions about religion and beliefs. Interpret the stories and identify Christian beliefs. Describe aspects of the daily life of a Rabbi. Describe aspects of the daily life of an Imam. Identify similarities and differences between the roles of faith leaders. use developing religious vocabulary to show that they understand the Christian beliefs. Describe the impact of responding to God's call on a person's life. Tell you what they think God would be asking prophets to speak out against today.</p>	<p>What does it mean to be called by God? In what ways does God call people? How does God speak to people? What sort of tasks does God call people to do? Who has been/or could be called by God? What is the role of a faith leader who has been called by God? What are the similarities and differences between the role and daily lives of faith leaders?</p>	<p>https://questful-re.org.uk/unit-3-1-called-by-god/</p>	<p>5</p>

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Easter	Is the cross a symbol of sadness or joy?	<p>WT Identify and name some of the symbols of Easter. (Y2) Retell the Easter story. (Y2) Talk about their own experiences of Easter celebrations. (Y2)</p> <p>ARE Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. Know that the church remembers and marks the events of Holy Week in a variety of ways.</p> <p>GD make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events. Use religious vocabulary to make links between people's values and behaviour. Ask important questions about belief and values. Use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story. Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</p>	<p>Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?</p>	<p>https://questful-re.org.uk/unit-3-4-easter/</p>	5
Jesus	How did/ does Jesus change lives?	<p>WT Talk about their experiences of change.</p> <p>ARE Retell the Bible stories you have explored. Christians believe that Jesus has/had the power to change people's lives. Choosing to follow Jesus is not an easy option.</p> <p>GD Talk about the ways in which Jesus changed people's lives and the impact that had on them.</p>	<p>What does 'change' mean? How can our lives be changed? Is it easy to change? How did Jesus change lives? When did/does Jesus change lives? What happens when Jesus changes a person's life?</p>	<p>https://questful-re.org.uk/unit-3-3-jesus/</p>	5
Multi faith week	<p>Judaism</p> <p>How are Christianity (Church of England) and Judaism similar and different?</p>	<p>WT Name the synagogue and Torah. Identify one similarity (e.g., both have special books).</p> <p>ARE Compare a festival from each faith. Describe similarities in beliefs (one God, important rules).</p>	<p>What do Christians and Jews share?</p> <p>How do Jewish and Christian festivals help people remember important stories?</p> <p>Why is the Torah treated with such respect?</p>	<p>Texts: Bible (Old & New Testament) vs. Torah Places of worship: church vs. synagogue Rituals: baptism vs. brit milah / Bar/Bat Mitzvah Festivals: Christmas & Easter vs. Hanukkah, Passover Weekly worship: Sunday vs. Shabbat Moral teachings: Ten Commandments in both traditions People of the book (shared heritage) Visit a synagogue Create a Shabbat / Sunday Worship comparison poster showing routines,</p>	5

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	Describe key differences in worship and practice. GD Explain why rules or festivals matter spiritually. Use accurate vocabulary (Ark, bimah, Torah scrolls). Draw deeper theological links (e.g., Abrahamic traditions).	rituals, and meanings.
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Year 4

	Enquiry question	Outcomes	Key Questions	Content	Hours
The Church	Why Are Holy Buildings and Places Important to People of Faith? Are all Churches the same?	WT Can use some religious vocabulary to name features of the church building. Use some religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara. Talk about places of worship, some of the features of the building and the worship that takes place there. ARE Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible. Identify similarities and differences between churches and Christian denominations worldwide. Ask good questions about the similarities and differences between different Christian denominational practices. Make links between values and beliefs and behaviour. Talk knowledgeably about places of worship, the features of the building and the worship that takes place there. Recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara Use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara. Describe why light is used as a symbol for God in several religions. Describe the role of the Imam. Describe the role of the Rabbi. GD Recognise the links between the different places of worship they have explored and beliefs of the worshipper.	What does 'church' mean? Are all churches the same? Why? Why not? What does it mean to belong to a church? What have you learned about the church that you didn't know before? Where do people of World faiths worship? Are they all the same? Are there any similarities between places of worship? What are the key differences?	https://questful-re.org.uk/unit-4-5-the-church/	5

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		Ask quality questions informed by their learning. Use appropriate religious language to talk about the symbols used in the religions I have explored.			
Christmas / Light	Why is light an important symbol in World Faiths? Why is Jesus described as the light of the world?	WT Know that Hanukkah is an important Jewish festival of light. ARE Light is used as a metaphor to describe Jesus and his impact on the world. The light of Jesus brings hope in dark places. Talk with understanding about the ways in which Jesus' followers bring his light into the world. Create light metaphors for Jesus that show understanding of Jesus actions and divinity. Ask important and relevant questions about religious experiences and beliefs. Tell you about the stories and traditions of Hanukkah. Use good vocabulary to talk about the symbolism of Jesus as light GD Talk with understanding about the symbolism of Jesus as light.	Why is Jesus described as the Light of the World? What does the light do to the dark? Why is light such a powerful symbol? Is light a good metaphor for Jesus? The sun already lights the world so how can Jesus be the light? In what ways do the actions of Christians show the light of Jesus in the world today? Why do people of faith light candles?	https://questful-re.org.uk/unit-4-2-christmas/	5
Prayer	What is prayer?	WT Prayer is the way in which believers communicate with God. (Y2) Prayer is connected to faith. (Y2) ARE Identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin, a Muslim prayer mat, candles, holding crosses, beads and prayer flags. Christian beliefs are revealed in the content of prayers. Some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day. Prayer can be very informal and private. Prayer can be a formal set of words. It can also be very creative and varied. Believers gather together to pray as a community of faith. For some people of faith the direction in which they pray is important. For some people of faith it is important to wash before you pray. GD Talk about the similarities and differences in the ways people of faith pray.	What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray?	https://questful-re.org.uk/unit-4-6-prayer/	5

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		Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. Identify similarities and differences between the way believers pray across world faiths.			
Easter	A story of betrayal or trust?	<p>WT</p> <p>Know that trust and forgiveness are key values across World Faiths.</p> <p>Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.(Y3)</p> <p>Know that the church remembers and marks the events of Holy Week in a variety of ways. (Y3)</p> <p>Identify and name some of the symbols of Easter. (Y2)</p> <p>Retell the Easter story. (Y2)</p> <p>Talk about their own experiences of Easter celebrations. (Y2)</p> <p>ARE</p> <p>Make the connection between key beliefs and the behaviour of the believers.</p> <p>Identify and explain the significance of the incidents of betrayal and trust in the Easter story.</p> <p>Ask good questions about people’s values and commitments.</p> <p>Use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter.</p> <p>Recognise and talk about their own feelings and the feelings of others in relation to trust and forgiveness.</p> <p>GD</p> <p>Use key religious vocabulary to describe and talk about the importance of forgiveness in World Faiths.</p> <p>Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.</p>	<p>What is trust?</p> <p>How do we show trust?</p> <p>Who do we trust? Why?</p> <p>Why is trust important?</p> <p>Why did Judas betray Jesus?</p> <p>What does it mean to betray someone?</p> <p>How does it feel to be betrayed?</p> <p>What is forgiveness?</p> <p>Have you ever forgiven someone?</p> <p>Have you experienced being forgiven?</p>	https://questful-re.org.uk/unit-4-4-easter/	5
Jesus	Why do Christians believe Jesus is the Son of God?	<p>WT</p> <p>Retell the Bible stories covered in this unit.</p> <p>Talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated. (Y1)</p> <p>ARE</p> <p>Make links between the Bible texts and Christian beliefs and values.</p> <p>Retell the Bible stories we have talked about.</p> <p>Make links between the Bible stories and what Christians believe about Jesus.</p> <p>Use religious language to show that I understand Jesus was both God and man.</p>	<p>How do we know Jesus had power and authority?</p> <p>Where did Jesus’ power and authority come from?</p> <p>How do the actions of Jesus show that he is the Son of God?</p> <p>How do the actions of Jesus show his divine nature?</p> <p>How do these stories reveal Jesus to be the Son of God?</p> <p>What do Christians believe about Jesus and God because of these events?</p>	https://questful-re.org.uk/unit-4-3-jesus/	5

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		<p>Talk about why sometimes people speak out against authority for justice. Tell you about what I have learnt and who has inspired me. Talk, using religious language, about the traditions and meaning of Jewish Shabbat. GD Talk about people who have inspired them and why.</p>			
Multi Faith	<p>Buddhism</p> <p>How are Christianity (Church of England) and Buddhism similar and different?</p>	<p>WT Name Buddha or a Buddhist symbol. Say something Christians believe vs. something Buddhists believe.</p> <p>ARE Describe the differences between prayer and meditation. Compare moral teachings (e.g., loving others vs. avoiding harm). Identify similarities in festivals or community worship.</p> <p>GD Explain why Buddhists follow the Eightfold Path. Use vocabulary (dharma, meditation, enlightenment). Make deeper reflections (“Both faiths teach compassion but for different reasons...”).</p>	<p>How does Buddhism teach people to live well? How is meditation similar/different to Christian prayer? What do Christian and Buddhist festivals celebrate?</p>	<p>Founder: Jesus vs. Siddhartha Gautama (Buddha) Christianity = theistic; Buddhism often non-theistic Teachings: Bible vs. Dharma Worship: church vs. shrine/temple Moral teachings: 10 Commandments vs. Eightfold Path Festivals: Easter / Christmas vs. Vesak Meditation vs. prayer Symbols: cross vs. lotus wheel or Buddha images Visit a Buddhist centre or temple Final piece: Write a comparative piece on Buddhism and Christianity.</p>	5

Year 5

	Enquiry Question	Outcomes	Key Questions	Content	Hours
Sacred texts	<p>Why Are Sacred Texts/Holy Books So Important to People of Faith?</p> <p>How and why do Christians read the Bible?</p>	<p>WT Talk about the Bible and why it is Holy. (Y2) Talk about why the clergy think the Bible is Holy. (Y2) Talk about why owning a Bible is very important to Christians worldwide. (Y2) Identify Torah Scroll, Yad, Mantle and the Ark in the Synagogue. (Y2) Identify a Torah, Qur’an and Guru Granth Sahib from photographs. (Y2) Talk about why the Holy books are so important to people of faith. (Y2)</p> <p>ARE Make links between Holy Scriptures and the values, attitudes and beliefs of believers. Use religious language to ask relevant questions. Talk about the work and perseverance of Bible translators.</p>	<p>How and why is the Bible read and used by Christians? Do you need a Bible to be a Christian? Why do Christians believe that the Bible is holy? Why is the Bible a best seller? Why are there so many versions of the Bible? Which books of the Bible do you think are the most important? Why? Why are sacred texts so important to people of faith? In what ways do the contents of the sacred texts impact upon the lives of the believers? What is the connection between the ways in which the Holy Book is treated and how the believer regards the contents of the book?</p>	<p>https://questful-re.org.uk/unit-5-1-the-bible/</p>	5

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		<p>Know that each world faith has a holy book that teaches, guides and impacts on the daily life of believers. Know that Christians believe that the Bible is the inspired word of God. GD Describe what inspires and influences them. Use religious vocabulary to show understanding of religious texts. Make comparisons between the holy books of at least three world faiths including the Bible. Interpret and discuss quotes from Sacred scripture in the light of a current situation in the news.</p>			
Christmas	<p>How Does The Birth of Jesus Fit Into God's Big Story?</p> <p>How do our celebrations reflect the true meaning of Christmas?</p>	<p>WT Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. (Y4) Make links between their own experiences and the experiences of others. (Y4) Retell stories about the presence of Jesus changing people's lives. (Y4) Christmas is a celebration of the good news. (Y2) Angels are the good news bringers. (Y2) Christians believe that the good news is that Jesus is the saviour of the world. (Y2) ARE Identify which parts of the story are found in each gospel and the purpose of each writer. Identify the influence the two stories have on our Christmas celebrations. GD Describe using religious vocabulary the Christian beliefs revealed in the nativity story. Use religious vocabulary to show they understand where the nativity fits into God's Big Story. Understand the significance of the flight to Egypt.</p>	<p>Where in the Bible is the Christmas story? How does the nativity story/birth of Jesus fit into God's Big Story? Why are the stories in Matthew and Luke similar/different? How do our celebrations reflect the true meaning of Christmas? Where do the ideas of including a donkey and a stable in the story come from?</p>	<p>https://questful-re.org.uk/unit-5-2-christmas/</p>	5
Loss, Death and Christian Hope	<p>Is death an ending or a beginning?</p>	<p>WT Give their own opinion about what happens when you die. Talk about what they think heaven is and what heaven will be like. ARE Make links between what the Bible says about death and heaven and Christian beliefs. Identify Christian beliefs about God and heaven found in prayers and worship songs.</p>	<p>What is death? What does it mean when something or someone dies? Is death an ending or a beginning? What happens when we die? Where do we go? Where is heaven? What is heaven like?</p>	<p>https://questful-re.org.uk/unit-5-6-loss-death-and-christian-hope/</p>	5

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		<p>Describe funeral practices in the religious traditions they have explored. Talk about Hindu and Buddhist belief in reincarnation. Talk about what the Bible says and Christians believe heaven will be like. GD Show understanding of the similarities and differences between world faiths on the subject of death and heaven. Use appropriate religious vocabulary to show understanding about Christian beliefs about eternal life and heaven. Use appropriate religious vocabulary to show understanding about Muslim beliefs about eternal life and heaven. Talk with understanding using appropriate religious vocabulary, about the beliefs of people of faith on the subject of death and heaven.</p>			
Easter	Why do Christians believe that Easter is a celebration of victory?	<p>WT Identify and explain the significance of the incidents of betrayal and trust in the Easter story. (Y4) Ask good questions about people’s values and commitments. (Y4) Use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter. (Y4) Recognise and talk about their own feelings and the feelings of others in relation to trust and forgiveness. (Y4) Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.(Y3) Know that the church remembers and marks the events of Holy Week in a variety of ways. (Y3) Identify and name some of the symbols of Easter. (Y2) Retell the Easter story. (Y2) Talk about their own experiences of Easter celebrations. (Y2) ARE Make the connection between key beliefs and the behaviour of the believers. Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. Talk about and describe feelings in relation to situations of victory; make links between people’s values and commitments and their attitudes and behaviour with regard to situations of victory. GD</p>	<p>Why do Christians believe that Easter is a celebration of victory? In what ways is Christ’s death and resurrection a victory? What is Jesus victorious over and why? How does his victory affect the lives of Christians today? How do the events and services that take place in churches during Holy Week and Easter reflect Christian belief that Jesus’ death and resurrection was a victory? What did Jesus do to save human beings?</p>	https://questful-re.org.uk/unit-5-4-easter/	5

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		Ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. Describe the impact of belief in the Easter story on a person's life.			
Old Testament Women	Did she make the right choice?	WT Know that being a person of faith isn't always easy. ARE Make links between their own values and the values of others (i.e. the women in the Bible). Ask important and relevant questions about the lives of the women in the Bible. GD Use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible. Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. Reflect on the lives of the women in the Bible and describe the features that inspire them.	What can I learn from this story? Why is this a significant moment? Why is this woman important? In which values and beliefs are the actions of the women rooted? Did she make the right choice? Where does this story fit into God's big story?	https://questful-re.org.uk/unit-5-5-old-testament-women/	5
Multi Faith	Sikhism How are Christianity (Church of England) and Sikhism similar and different?	WT Identify the Guru Granth Sahib or gurdwara. Give one simple similarity. ARE Compare worship practices accurately. Explain Sikh beliefs about equality and service. Use correct vocabulary (Guru, Khalsa, langar). GD Explain the significance of Sikh teachings in daily life. Compare rituals with nuance (e.g., Amrit vs. Christian baptism). Evaluate (“Both religions teach service but express it through different traditions...”).	How does Sikh belief in equality shape the langar? How do Christians show love and service? What can Christians learn from Sikh commitments?	Holy texts: Bible vs. Guru Granth Sahib Worship: church vs. gurdwara (langar, equality) Beliefs: one God; service, charity, equality Symbols: cross vs. khanda Festivals: Christmas/Easter vs. Vaisakhi Saints/apostles vs. 10 Gurus Practices: baptism vs. Amrit ceremony Visit a Gurdwara Final piece: Write a comparative piece on Sikhism and Christianity.	5

Year 6

	Enquiry Question	Outcomes	Key Questions	Content	Hours
God	What is the nature and character of God?	WT That Christians believe God is Father, Son and Holy Spirit, the Trinity. ARE	What words would you use to describe God? What images do you have of God? What do Christians/Muslims/Hindus believe is the nature and character of God?	https://questful-re.org.uk/unit-6-6-god/	5

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		<p>Use religious language to show they are developing an understanding of the Trinity. Identify the elements in Christian worship that express Christian beliefs about God. Ask big questions and express their own views.</p> <p>Retell Bible stories that reveal the nature and characteristics of God. Talk with understanding and use religious language to explain the Trinity. Identify Christian beliefs about God in prayers and worship songs.</p> <p>That Bible stories are used to answer questions about God and can talk about them.</p> <p>That there are similarities and differences between the names given to God by people of all world faiths.</p> <p>GD</p> <p>Identify and talk using religious vocab about Muslim and Hindu beliefs about God. Talk with understanding and knowledge about the opinions and ideas of people with the World View that God does not exist.</p>	<p>How are Christian/Muslim/Hindu beliefs about the nature and characteristics of God reflected in their worship?</p> <p>How is it possible for God to be visible and yet invisible?</p> <p>Where is God?</p> <p>What is God's name?</p> <p>Does God really know everything?</p>		
Advent	How do Christians prepare for Christmas?	<p>WT</p> <p>Describe the symbolism, practices, beliefs and themes of the season of Advent.</p> <p>ARE</p> <p>Explain the ways in which Jesus fulfilled the Old Testament Prophecies.</p> <p>Express and explain their hopes and dreams for the future.</p> <p>Use religious vocabulary to show they understand the themes of Advent.</p> <p>GD</p> <p>Express their opinion about what they think the message of John the Baptist would be today.</p> <p>Reflect and decide what they have learnt from this unit about Christianity and themselves.</p>	<p>What is Advent?</p> <p>When is Advent?</p> <p>Why is Advent a time of preparation?</p> <p>What is being prepared for during Advent?</p> <p>What has this unit taught you about what it means to be a Christian?</p> <p>What has this unit taught you about Christian beliefs?</p> <p>Have you learnt anything about yourself from this unit?</p>	https://questful-re.org.uk/unit-6-2-advent/	5
The Eucharist	How and why do Christians celebrate the Eucharist?	<p>WT</p> <p>Know that the Eucharist is an important celebration.</p> <p>Know that the Eucharist is celebrated by Christians worldwide.</p> <p>Know that there is a direct link between the life and words of Jesus and the Eucharist.</p> <p>ARE</p> <p>Use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.</p> <p>Identify the similarities and differences within and between the way Christian Denominations celebrate the Eucharist.</p> <p>Ask thoughtful questions about the words and actions of the Eucharist service.</p>	<p>Why do Christians celebrate the Eucharist?</p> <p>What is the reason for celebrating the Eucharist?</p> <p>The Eucharist service has several names. Why is this time of worship called the Eucharist/Holy Communion/Mass/The Lord's Supper?</p> <p>What questions would you like to ask about the Eucharist/Holy Communion Service?</p>	https://questful-re.org.uk/unit-6-3-the-eucharist/	5

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		<p>GD Talk about the way in which the Eucharist service answers questions about Christian beliefs. Explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean in Christianity and in their own lives. Suggest reasons for the similarities and differences between denominations.</p>			
Jesus	Who was Jesus? Who is Jesus?	<p>WT Make links between the Bible texts and Christian beliefs and values. Retell the Bible stories we have talked about. Make links between the Bible stories and what Christians believe about Jesus. (Y4) Use religious language to show that I understand Jesus was both God and man. (Y4) Talk, using religious language, about the traditions and meaning of Jewish Shabbat. (Y4) Talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated. (Y1) ARE express their own and the opinion of others in response to the question ‘Who was Jesus?’ Use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. Ask relevant questions in order to discover the answer to the question ‘Who was Jesus?’ Use appropriate religious vocabulary to show they understand Muslim beliefs about Jesus. Use appropriate religious vocabulary to show they understand Hindu beliefs about Jesus. Use appropriate religious vocabulary to show they understand Buddhist beliefs about Jesus. Use appropriate religious vocabulary to show they understand Jewish beliefs about Jesus. GD Use the Bible as a source to discover the answer to the question ‘Who was Jesus?’</p>	<p>Who was Jesus? Who is Jesus? Who did Jesus say he was? Was Jesus the Messiah? Why do Christians believe that Jesus was the Messiah? Who do Muslims say Jesus was? Who do Jews/Hindus/Buddhists say Jesus was?</p>	https://questful-re.org.uk/unit-6-4-jesus/	5
Ascension and Pentecost	What is the importance of Ascension and Pentecost to Christians?	<p>WT Retell the stories of Jesus’ ascension and the events of Pentecost. (Y2) Talk about their ideas of heaven. (Y2) Know that the ascension and the events of Pentecost are in the New Testament. (WT Y2) ARE Retell the stories of Ascension and Pentecost connecting them with Christian beliefs Describe what Christians believe is the impact of the Holy Spirit on people’s lives. GD</p>	<p>Why are these two events so important? What is the impact of these events then and now? In what ways do these events and beliefs make Christianity distinctive? What do Christians believe about the nature and character of the Holy Spirit?</p>	https://questful-re.org.uk/unit-6-5-ascension-and-pentecost/	5

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		Talk about the ways in which these events help answer questions about God.			
World Faith	Islam How are Christianity (Church of England) and Islam similar and different?	WT Name a mosque or Qur'an. Identify a Muslim festival. ARE Explain similarities and differences in prayer, worship, and belief. Describe the Five Pillars and relate them to Christian practices. Use vocabulary accurately (imam, wudu, Qur'an, prophet). GD Analyse theological differences (e.g., Jesus in Islam vs. Christianity). Explain the significance of devotion in both religions. Evaluate respectfully (“Both faiths emphasise charity but express it differently...”).	How do Muslims and Christians understand Jesus differently? How are the Qur'an and Bible used in worship? What do the Five Pillars teach Muslims about living a good life? What similarities are there between prayer in church and prayer in a mosque?	Sacred texts: Bible vs. Qur'an Figures: Jesus (prophet vs. Son of God), Mary, Abraham Worship: church vs. mosque Five Pillars vs. Christian practices Festivals: Eid al-Fitr / Eid al-Adha vs. Christmas/Easter Prayer: Salah vs. Christian prayer Beliefs: one God; revealed scripture; moral teachings Visit a mosque A comparative piece of writing explaining key similarities/differences and how understanding different faiths helps build respect.	5