Unit: Autumn 1 - UKS2 – Christianity	
God – What does it mean if Christians believe God is holy and loving?	
Knowledge Progression	
To know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. To know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. To know Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. To know Christians believe getting to know God is like getting to know a person rather than learning information.	
Skill Progression	
Investigating I can ask increasingly deep and complex questions about religion. I can use a widening range of sources to pursue answers. I can focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. **Reflecting** I can describe how action and atmosphere makes me feel. I can experience the use of silence and thoughtfulness in religion and in life I can take increasing account of the meanings of experience and discern the depth of questions religion addresses. I can respond sensitively and with insight to religious and spiritual phenomena and their meanings. **Expressing** I can explain what words and actions might mean to believers. I can articulate my own reactions and ideas about religious questions and practices. I can clarify and analyse with growing confidence aspects of religion which I find valuable or interesting or negative. I can explain in words my own responses to matters of deep conviction. **Interpreting** I can say what an object means, or explain a symbol. I can use figures of speech or metaphors to speak creatively about religious ideas. I can understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. **Empathising** I can see with sensitivity how others respond to my actions, words or behaviour. I can connect my feelings, both positive and negative, with those of others, including those in religious stories and contexts. I can imagine with growing awareness how I would feel in a different situation from my own.	**Applying** I can recognise religious materials and take note of their details and style. I can see links and simple connections between aspects of religions I can make increasingly subtle and complex links between religious material and my own ideas. I can apply learning from one religious context to new contexts with growing awareness and clarity. **Discerning** I can experience the awe and wonder of the natural world and of human relations. I can be willing to look beyond the surface at underlying ideas and questions. I can weigh up the value religious believers find in their faith with insight, relating it to my own experience. **Analysing** I can see what kinds of reasons are given to explain religious aspects of life. I can join in discussion about issues arising from the study of religion. I can use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. **Synthesising** I can notice similarities between stories and practices from religions. I can use general words to describe a range of religious practice and teaching. I can make links between different aspects of one religion, or similar and contrasting aspects of two or more religions I can explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings. **Evaluating** I can talk about what makes people choose religious ways of life. I can describe how religious people show the importance of symbols, key figures, texts or stories. I can weigh up with fairness and balance the value I see in a range of religious

	practices.

Key Learning

Omnipotent – Has very great, unlimited power.
Omniscient – Has complete, unlimited knowledge, awareness and understanding.
Eternal – Without beginning or end; lasts forever.
Justice – Upholding of what is right.
Christians believe that God is omnipotent, omniscient and eternal.
Christians believe God is holy and loving.
Christians believe God is worth worshipping.
Christians do not all agree what God is like but follow his teachings.
Christians try to balance the idea of God being angered by sin and injustice with a God who is loving and full of grace.
Christians believe getting to know God is like getting to know a person rather than learning facts/information.
Christians read the Bible as telling a story of the relationship between God and humanity. Humans generally fail to maintain this relationship, so God is often calling people back into friendship and relation with himself.
Explain connections between biblical texts and Christian ideas of God, using theological terms.
Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Stained glass windows tell stories, The altar talks of sacrifice, Confessionals talk of forgiveness, In larger churches you can see where people used to be separated from the holiest part, the altar, by the rood screen, The size and scale of the cathedrals speak of God's power as well as human creativity, The cross shape and all crosses/crucifixes talk of God's love through Jesus.

Vocabulary

Omnipotent, Omniscient, Eternal, Justice, Holy, Confession, Salvation, Sabbath

Misconceptions

- ❌ Holy means God is just "good" or "nice".

☑ Christians believe God's holiness means He is completely pure, perfect, and set apart from everything else.

- ❌ Holy and loving are opposites.

☑ Christians believe God is both holy and loving at the same time. His actions are influenced by both qualities.

- ❌ A loving God lets people do whatever they want.

☑ Christians believe that because God is loving, He also guides people and wants them to make good choices.

- ❌ If God loves everyone, He doesn't care when people do wrong things.

☑ Christians believe God loves people but does not approve of sin or wrongdoing.

- ❌ Sin is only about breaking rules.

☑ Christians believe sin damages relationships with God, other people, and the world.

- ❌ Only very bad people sin.

☑ Christians believe everyone makes mistakes and sins at times.

- ❌ God only loves Christians.

☑ Christians believe God's love is for all people.

- ❌ Christians believe God is always angry because people sin.

☑ Christians believe God is loving, forgiving, and wants people to return to Him.

- ✖ Forgiveness means there are no consequences for actions.

☑ Christians believe God forgives, but people may still need to take responsibility for what they have done.

- ✖ Jesus came because God stopped being angry.

☑ Christians believe Jesus' life, death, and resurrection show both God's holiness and His love for people.

- ✖ If God forgives people, they never need to change.

☑ Christians believe forgiveness should lead people to try to live better lives.

- ✖ The Parable of the Lost Son is only about a boy who made bad choices.

☑ Christians understand it as a story that teaches about God's love, forgiveness, and willingness to welcome people back.

- ✖ A holy God would not want a relationship with ordinary people.

☑ Christians believe that even though God is holy, He wants a relationship with people and shows His love through forgiveness and grace.

Prior Knowledge

KS1

To know that Christians believe in God, and that they find out about God in the Bible.
To know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
To know that some stories show these Christian beliefs.
To know Christians worship God and try to live in ways that please him.

Future Learning

KS3

- Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice
- Ideas of God have varied (and still do) within the Christian church, and that different emphases lead to different ways of living
- Christians can use the Bible to describe God in different ways.

Possible Activities/Evidence

VISIT ENQUIRY QUESTION AT THE END OF EVERY LESSON – WHAT DOES IT MEAN IF CHRISTIANS BELIEVE GOD IS HOLY AND LOVING?

- Topic Starter: Choose a celebrity and ask pupils to describe them. Where do they get their information from? How well do they know them?
- Build a God Activity – What does a God need to be like if people are going to worship them?
- Vocab activity – Matching to definitions.
- Analysing different biblical texts: What God does. What God does not do? What God is like?
- Church Architecture: Significance of shape of the building.
- Ten Commandments

Quiz Questions

Quick Recall

1. What does the word **holy** mean to Christians?

- A) Funny
- ☑ B) Perfect and set apart
- C) Ordinary
- D) Powerful

2. What does the word **loving** tell Christians about God?
   - A) God cares for people
   - ☑ B) God shows kindness and compassion
   - C) God ignores people
   - ☑ D) God wants a relationship with people
3. What do Christians believe about God's love?
   - A) It is only for Christians
   - ☑ B) It is for everyone
   - C) It depends on how good people are
4. Christians believe God is both:
   - ☑ A) Holy
   - ☑ B) Loving
   - C) Uninterested
   - D) Unkind
5. What is sin?
   - A) A mistake in a maths lesson
   - ☑ B) Actions, thoughts, or choices that go against God's wishes
   - C) Being perfect
6. What do Christians believe about sin?
   - A) Only bad people sin
   - ☑ B) Everyone sins
   - C) Children never sin
7. What does forgiveness mean?
   - ☑ A) Letting go of anger towards someone
   - ☑ B) Giving someone another chance
   - C) Pretending something never happened

Recall with More Than One Correct Answer

1. Which words describe God's holiness?
    - ☑ Perfect
    - ☑ Pure
    - ❌ Mean
    - ☑ Set apart
    - ❌ Ordinary
2. Which words describe God's love?
    - ☑ Compassionate
    - ☑ Forgiving
    - ☑ Caring
    - ❌ Selfish
    - ❌ Harsh
3. Christians believe God shows His love by:

- ☑ Forgiving people
- ☑ Caring for people
- ☑ Sending Jesus
- ❌ Ignoring wrongdoing

1. Christians believe sin can damage:

- ☑ Relationships with God
- ☑ Relationships with others
- ☑ The world around us
- ❌ Maths skills

Knowledge of Bible Stories

1. Which parable helps Christians understand God's forgiveness?

- A) The Good Samaritan
- ☑ B) The Lost Son (Prodigal Son)
- C) Noah's Ark

1. In the Parable of the Lost Son, what did the father do when his son returned?

- A) Sent him away
- ☑ B) Welcomed him back
- C) Ignored him

1. Christians believe the father in the story represents:

- A) A king
- ☑ B) God
- C) A teacher

1. What does the Lost Son story teach Christians about God?

- ☑ God forgives
- ☑ God loves people
- ☑ God welcomes people back when they are sorry
- ✗ God only loves perfect people

Deepening Understanding

1. How can God be holy and loving at the same time?

- A) He can't be both
- ☑ B) He is perfect but also cares for and forgives people
- C) He changes between them

1. Why might Christians believe forgiveness is important?

- ☑ A) It helps restore relationships
- ☑ B) It reflects God's love
- ✖ C) It means actions never matter

1. Which statement best matches Christian belief?

- A) God loves only people who never make mistakes.
- ☑ B) God loves people even when they make mistakes.

1. Why do Christians think sin matters?

- ☑ A) It can hurt people
- ☑ B) It can damage relationships
- ☑ C) It goes against God's wishes
- ✖ D) It makes people impossible to forgive

1. Which actions show both holiness and love?

- ☑ Telling someone when they have made a wrong choice
- ☑ Helping someone to make things right
- ☑ Forgiving someone who is sorry
- ✖ Ignoring harmful behaviour

Discussion and Reasoning Questions

1. Can you love someone but disagree with their actions? Explain your thinking.
2. Why might Christians find it comforting to believe that God is loving?
3. Why might Christians respect God because He is holy?
4. Do you think forgiveness is always easy? Why or why not?
5. What do Christians learn about God from the father's actions in the Lost Son story?

1. If everyone makes mistakes, why is forgiveness important?

2. Which is harder: saying sorry or forgiving someone? Explain your answer.
3. How might believing God is holy and loving affect the way a Christian lives their life?

Challenge Question

1. **Which of these statements do Christians most likely agree with? (Choose all that apply.)**

- ☑ God is perfect.
- ☑ God loves everyone.
- ☑ God forgives people who are sorry.
- ☑ God wants people to make good choices.
- ❌ God only cares about perfect people.
- ❌ God ignores wrongdoing.

1. **"God's holiness and God's love are both important." Do you agree? Why might a Christian agree with this statement?**

Unit: Autumn 2 - UKS2 – Islam	
What does it mean to be a Muslim in Britain today?	
Knowledge Progression	
To 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) To 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) To make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) To give evidence and examples to show how Muslims put their beliefs into practice in different ways To make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today. To 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 To reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	
Skill Progression	
Investigating I can ask increasingly deep and complex questions about religion. I can use a widening range of sources to pursue answers. I can focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. **Reflecting** I can describe how action and atmosphere makes me feel. I can experience the use of silence and thoughtfulness in religion and in life I can take increasing account of the meanings of experience and discern the depth of questions religion addresses. I can respond sensitively and with insight to religious and spiritual phenomena and their meanings. **Expressing** I can explain what words and actions might mean to believers. I can articulate my own reactions and ideas about religious questions and practices. I can clarify and analyse with growing confidence aspects of religion which I find valuable or interesting or negative. I can explain in words my own responses to matters of deep conviction. **Interpreting** I can say what an object means, or explain a symbol. I can use figures of speech or metaphors to speak creatively about religious ideas. I can understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. **Empathising** I can see with sensitivity how others respond to my actions, words or behaviour. I can connect my feelings, both positive and negative, with those of others, including	**Applying** I can recognise religious materials and take note of their details and style. I can see links and simple connections between aspects of religions I can make increasingly subtle and complex links between religious material and my own ideas. I can apply learning from one religious context to new contexts with growing awareness and clarity. **Discerning** I can experience the awe and wonder of the natural world and of human relations. I can be willing to look beyond the surface at underlying ideas and questions. I can weigh up the value religious believers find in their faith with insight, relating it to my own experience. **Analysing** I can see what kinds of reasons are given to explain religious aspects of life. I can join in discussion about issues arising from the study of religion. I can use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. **Synthesising** I can notice similarities between stories and practices from religions. I can use general words to describe a range of religious practice and teaching. I can make links between different aspects of one religion, or similar and contrasting aspects of two or more religions I can explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings. **Evaluating** I can talk about what makes people choose religious ways of life.

those in religious stories and contexts. I can imagine with growing awareness how I would feel in a different situation from my own.	I can describe how religious people show the importance of symbols, key figures, texts or stories. I can weigh up with fairness and balance the value I see in a range of religious practices.

Key Learning

Allah – Muslim name for God; the one supreme being.
Shahadah – Muslim profession of faith ('there is no God but Allah and Muhamad is his messenger')
Qur'an – Muslim Holy Book
Zakat – Obligatory donation to charity. (sometimes spelt Zakah)
Sadaqah – Voluntary donation to charity.
Ibadah – Obedience/Submission/Devotion to Allah.
Hadith – words, actions and instructions of the Prophet Muhammad as reported by the people around him during his life.
The 5 pillars are an expression of ibadah (worship and belief in action).
The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of purification and sharing with others.
The five pillars of Islam are:

- Shahadah - a belief in one God, and Muhammad as God's Messenger.
- Salah - prayer, five times a day,
- Sawm – fasting during daylight hours in the month of Ramadan
- Zakat – the obligatory giving of alms, a percentage of savings once a year
- Hajj – pilgrimage to Makkah.

Vocabulary

Muslim, Ibadah, Pilgrimage, Zakat, Sadaqah, Hadith

Misconceptions

❌ **All Muslims live in exactly the same way.**
☑ Muslims share core beliefs but practise their faith in different ways depending on their culture, family traditions and personal circumstances.
❌ **You cannot be both British and Muslim.**
☑ Many people identify as both British and Muslim and see these identities as working together.
❌ **The Five Pillars are separate activities and do not affect daily life.**
☑ The Five Pillars help Muslims make choices and guide the way they live.
❌ **Every Muslim goes on Hajj.**
☑ Muslims are only expected to complete Hajj if they are physically and financially able to do so.
❌ **The Qur'an gives an easy answer to every problem.**
☑ Muslims may need to think carefully, pray, seek advice and apply Islamic teachings to modern situations.
❌ **Faith is the only important thing in a Muslim's life.**
☑ Muslims often value family, friendships, education, hobbies and community alongside their faith.

Prior Knowledge

• Identify some beliefs about God in Islam, expressed in Surah 1.

• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)
• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.
• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Future Learning

KS3

Possible Activities/Evidence

SEE UKS2 – RE – CYCLE A – AUTUMN 2
ENQUIRY QUESTION – What does it mean to be a Muslim in Britain today?

Who are the Muslims in your region?

- Village of 100: Guessing Game. Use counters to represent how many people they think belong to each religion; World, Local Area.
- Muslim Key Statistic Quiz

What helps Muslims through the journey of life?

- 5 Pillars – match descriptions.

Why is Zakat/charity important to Muslims? How is charity important to you?

- Research Islamic charities
- Extension: ask pupils to consider this quotation, from a ten-year-old Muslim: "When my uncle came to Britain, he was very poor. He was given money from the mosque to help him start his new life. He is a wealthy person now, and the most generous man I know." What does this tell us about how Islamic charity works?

Why do Muslims want to go on a pilgrimage?

- Draw and annotate a map of the pilgrimage to Mecca. Could also act this out and take photos and annotate.

Where do Muslims get guidance for living?

- Act out a scenario in which a Muslim today might find it tricky to keep the commandment.

What does it mean to be a Muslim today?

- What matters most activity – Rank some of the important things and give reasons for this.

Which statement is correct?

- A) All people in Britain are Muslim.
- ☑ B) Muslims are one of many faith groups living in Britain.
- C) Muslims only live in large cities.

Why might Muslims describe the Five Pillars as a guide for life?

- ☑ They help Muslims make choices.

- ☑ They help Muslims remember what is important.
- ❌ They replace family and friends.

Why do Muslims give Zakah?

- ☑ To help others
- ☑ To obey Allah
- ❌ To become popular

Why might Muslims save money and prepare for many years before completing Hajj?

- ☑ It is an important act of worship.
- ☑ It helps Muslims feel closer to Allah.
- ☑ It is a special journey shared with other Muslims.

What can Muslims learn from the Qur'an?

- ☑ How to treat others
- ☑ How to live a good life
- ☑ How to worship Allah
- ❌ How to become rich

What could a Muslim do if they are unsure what the right choice is?

- ☑ Read the Qur'an
- ☑ Ask knowledgeable members of their community
- ☑ Pray
- ❌ Ignore the problem

Choose all the statements that many Muslims would agree with:

- ☑ The Five Pillars help guide life.
- ☑ Charity is important.
- ☑ The Qur'an provides guidance.
- ☑ Hajj is a special pilgrimage.

- ❌ Only Muslims deserve kindness.
- ❌ Helping others is unimportant.