

Clee Hill Community Academy Exploring Spirituality Long Term Planning

Class 1: Reception

Autumn	Spring	Summer
<p>Autumn 1 -Unit 1 : Why is the word of God so important to Christians?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Understand the creation story – recognising God as a creator. - Discuss their own feelings about the world (awe, wonder, amazement etc) <p>Key vocabulary: God, Creation, Christians, Adam, Eve, Bible, Jesus, precious.</p> <p>-</p>	<p>Spring 1 - Unit 3 :Being Special - Where do we belong?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Christening: being welcomed into the church. - Explain some of the things which happen during a Christening (font, sign of the cross, promises, candle) - Other faiths/ no faiths - welcome people in different ways. <p>Key vocabulary: special, belonging, welcome, baby, Christian, Muslim, baptism.</p> <p>-</p>	<p>Summer 1: Unit 5: Which places are special and why?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Recognise that some religious people have special places (Church, mosque, synagogue). - Talk about things that are valued in a place of worship (holy books, altar, prayer mat). <p>Key vocabulary: Christians, Muslims, church, mosque, holy, Bible, Qu’ran, vicar, imam.</p>
<p>Autmn 2 - Unit 2: Why is Christmas so important to Christians?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Recall simply the events of the Christmas story - angel visit to Mary, journey to Bethlehem, birth in stable, visit of shepherds and kings. - Recognise God as a baby in Jesus (Incarnation – used by staff) <p>Key vocabulary: Christians, baby, Jesus, Mary, Joseph, Angel Gabriel, shepherds, Advent, Christmas.</p>	<p>Spring 2 - Unit 4 :Why is Easter important to Christians?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Retell the Easter story simply (Last Supper, Crucifixion, Resurrection) and say why Easter is an important time for Christians (remembering and celebrating). - Recognise some symbols used by Christians during holy week (palm leaves, cross, eggs) and make connections with signs of new life in nature. <p>Key vocabulary: God, salvation, palm, donkey, hosanna, Jesus, disciples, Good Friday, Easter Sunday, new life.</p>	<p>Summer 2: Unit 6: Which stories are special and why?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Recognise some religious words – God, Bible, Torah – and talk simply about some religious stories (different faiths and messages). - Talk about some of the things these stories teach believers, e.g. saying thank you. <p>Key vocabulary: Bible, Torah, Christians, Muslims, Jewish, stories, special</p>

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Class 2	Autumn	Spring	Summer
Cycle A	<p>Autumn: Unit 7 Who do Christians say made the world?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Explore the Christian Creation story, recognising that the Jewish and Muslim Creation stories are the same. - Explore ways in which Christians say thank you to God for their world; harvest, giving to charity – make links with what Jews and Muslims do. <p>Creation, Christian, Jewish, Bible, Torah, Genesis, thankful</p>	<p>Spring: Unit 10 What do Christians believe God is like?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Some stories in the Bible have a hidden meaning (parable) - Retell the story of the lost son (make a link between the father and God as forgiving). - Understand ways in which Christians believe God is loving and forgiving. <p>Christians, parables, prayer, Bible, love, forgiveness, church.</p>	<p>Spring: Unit 12 How should we care for others and the world and why does it matter?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Learn why and how people of different faiths care for the natural earth (Stewardship). - Learn about why everyone is important and unique. - Treat others as you want to be treated (Golden rule). <p>Creation, Golden rule, friendship, responsibility, Genesis, world, Bible, Torah.</p>
Cycle B	<p>Autumn: Unit 8 Why does Christmas matter to Christians?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Give a clear, simple account of the Christmas story and why Jesus is important for Christians – no Jesus/ no Christmas! - Give examples of ways in which Christians use the Nativity to guide their beliefs and actions at Christmas (Christmas cards, advent candle/ calendar- watching and waiting). - Talk about how Christmas is celebrated for people who are Christians and those who are not. <p>Advent, Christmas, Bethlehem, nativity, God's son, Jesus, Saviour, shepherds, wise men, angels.</p>	<p>Spring: Why does Easter matter to Christians?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Recognise that Jesus's birth (Incarnation) and death (Salvation) are part of the "big story" of the Bible. - Tell stories of Holy Week and Easter; recognise a link with Salvation (Jesus as rescuer and saviour). <p>Key vocabulary: new life, love, forgiveness, Jerusalem, palm leaves, Good Friday, Easter Sunday, resurrection.</p>	<p>Summer: Unit 11 What does it mean to belong to a faith community?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - For people of faiths God is involved from the start to the end of their lives (welcome ceremonies, coming of age, marriage & commitment, end of life). - Recognise that loving others is important in lots of communities. <p>community, faith, Christian, Jewish, Islam, symbols, cross, candle, welcome</p>

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Class 3	Autumn	Spring	Summer
Cycle A	<p>Autumn: Unit 19 : What is it like for someone to follow God?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of promise (covenant) • Make simple links between this promise and those made at wedding ceremonies and how we live in school and the wider world <p>covenant, command, promise, Old Testament, Israelites, trust</p>	<p>Spring: Unit 20 : What is the trinity and why is it important to Christians</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Recognise what a Gospel (Life and death of Jesus) is and give examples of stories in it. • Describe how Christians show their beliefs about God the Trinity in worship • Compare the Trinity (Father, God & Holy Spirit) to water (Liquid, Solid, Gas) <p>Bethlehem, Good news, Gospels, gratitude, incarnate, prophecy, Trinity.</p>	<p>Summer: Unit 21 : How do festivals and worship show what matters to a Muslim?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • 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. • Explain some beliefs about God and the ways in which Muslims choose to live. <p>Islam, Muslim, mosque, Allah, Qu'ran, Muhammad, prophet, Ibadah.</p>
Cycle B	<p>Autumn: Unit 22 :How do festivals and worship show what matters to Jewish people?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people, and how Jews live (Shabbat). • How Jews choose to live their lives in light of their history (Pesach, Chanukah, Yom Kippur,). <p>Exodus, sin, forgiveness, salvation, freedom, Rosh Hashanah, Yom Kippur, Pesach.</p>	<p>Spring Unit 23: What do Christians learn from the creation story?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • . • Make links between Genesis 1 and what Christians believe about God and Creation (God as Creator) • Understand what happened in Genesis 3 (the "Fall") and why things go wrong in the world. <p>Creation, Christian, Jewish, God, Bible, Torah, Adam and Eve, The Fall, sin</p>	<p>Summer Unit 24: How and why do people try and make the world a better place?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Identify that the world is not always a good place (sin) but people want to make it better. • Learn why and how people of different faiths care for the natural earth (Stewardship). • Treat others as you want to be treated (Golden rule). <p>Christian, Jewish, Muslim, sin, charity (zakah), Tikkun olam, Ten Commandments, Golden rule.</p>

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Class 4	Autumn	Spring	Summer
Cycle A	<p>Autumn: Unit 25 What kind of World does Jesus want?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Learn about the calling of the first disciples and how Christians today follow Jesus' example to be "fishers of people". Understand how Christians try to show love for all – forgiveness, tolerance, charity, kindness (no outsiders) <p>disciple, Gospel, minister, clergy, injustice.</p>	<p>Spring: Unit 26: What was the impact of the Pentecost?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on Earth. Events of Pentecost – talk about what happened then and what it means for Christians now (The Holy Spirit lives in Christians and guides them in every day living). <p>Pentecost, resurrection, holy spirit, disciples, repent, baptised, kingdom of God.</p>	<p>Summer: Unit 27: What do Hindus believe God is like?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God. Identify different ways in which Hindus worship. <p>Brahman, Hindu, Aum, deity, murtis, universe, create, preserve, destroy.</p>
Cycle B	<p>Autumn: Unit 29 What does it mean to be a Hindu in Britain today?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families and communities in Britain today. Explain the way in which Hindus choose to live their lives (dharma). Describe what it is like to be a Hindu in Britain today. <p>puja, worship, diva lamp, dharma, diwali, ritual, mandir, karma, reincarnation.</p>	<p>Spring: Unit 28: Why do Christians call the day that Jesus died Good Friday?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Recognise the word "salvation" and that Jesus came to "save" or "rescue" people. Explain what the events of Holy week mean to Christians. Explain why Christians call the day Jesus died "Good Friday". <p>Gospels, salvation, Kingdom of God, Palm Sunday, Good Friday, Easter Sunday, holy week, crucified, resurrection.</p>	<p>Summer: Unit 30: How and why do people mark the significant events of life?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Identify and compare some beliefs about love, commitment and promises in different religious and non-religious traditions (sacred /secular). For people of faiths God is involved from the start to the end of their lives (baptism, bar/bat mitzvah, marriage). <p>love, commitment, promises, ceremony, baptism, marriage, bar/bat mitzvah, humanist.</p>

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Class 5	Autumn	Spring	Summer
Cycle A	<p>Autumn: Unit 31: What does it mean if Christians believe in God is holy and loving?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Understand that Christians believe that God is all powerful and all knowing. Explain how the Bible describes God as holy and loving and how Christians choose to live. <p>omnipotent, omniscient, eternal, sin, justice, injustice, loving, full of grace</p>	<p>Spring: Unit 33 Why is the torah so important for Jewish people?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Make clear connections between Jewish commandments and how Jews live – strict (orthodox) and more relaxed (reform). Give examples of how Jewish people put their beliefs into practice in different ways – Kosher, trefah. <p>Jewish, Orthodox, Reform, synagogue, Shabbat, kosher, trefah, ways of describing God, Torah, Laws.</p>	<p>Summer: Unit 34 Creation and science: conflicting or complementary?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Identify the type of text some Christians believe Genesis 1 is (Literal – 7 days or looser concept over a much longer period of time-link with evolution) Make clear connections between Genesis 1 and the Christian idea of God as creator. Show an understanding of why many Christians believe Science and faith go together. <p>Creation, Science, complimentary, conflicting, Genesis, The Fall, Big Bang, Evolution, faith.</p>
Cycle B	<p>Autumn: Unit 32 What does it mean to be a Muslim in Britain?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet Muhammad and the Qu’ran. Explain how Muslims put their beliefs into practice in different ways (Five Pillars). Describe what it is like to be a Muslim in Britain today. <p>Muslim, Islam, Five pillars of Islam, Ibadah, worship, Qu’ran, prophet Muhammad.</p>	<p>Why do some people believe in God and some not?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Begin to explain “theist” (believes in God), “atheist” (Doesn’t believe in God) and “agnostic” (unsure) giving examples of statements that reflect these beliefs. Identify what religious and non-religious people believe about God; give examples of why people do/do not believe in God. <p>Key vocabulary: theist, atheist, agnostic, God, Jesus, eternal, Father, Son, Spirit, holy, Almighty.</p>	<p>Summer: Unit 36 What matters most to Humanists and Christians?</p> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (Christian and Humanist). Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code (Golden Rule). <p>Christian, Humanist, code for living, decisions, consequences, fairness, justice, freedom, forgiveness.</p>