

## Class 3: Creation / Fall Creation and Fall: conflicting or complementary?

### Cycle C: Autumn Term 1

#### Learning Sequence:

1. Know the sequence of the story of Creation from Genesis 1:1 – 2:3.
2. Recognise that some people (including Christians) disagree about the genre and purpose of Genesis.
3. Understand that cosmology and evolution are other theories about the beginning of the world.
4. Explore the differing opinions about Genesis and the beginnings of the universe and life.
5. Describe the position of Christians who are also scientists.
6. Understand that there are some questions about life that science cannot fully answer.

#### Key Knowledge:

- Creation is a vital part of the timeline of the 'big story' in the Bible.
- There is lots of debate and controversy around the story of creation in Genesis and modern-day scientific accounts.
- Lots of the debate relates to how people interpret the texts.
- Some people think of Genesis as a poem, which means some find it as non-factual.
- There are lots of scientists throughout history and how who are Christians: Isaac Newton and Mary Anning are examples.
- The discoveries in science make Christians wonder even more about the power and majesty of the Creator.

**Key driver: Our place in the world  
(Joy & Community)**

#### Big Question:

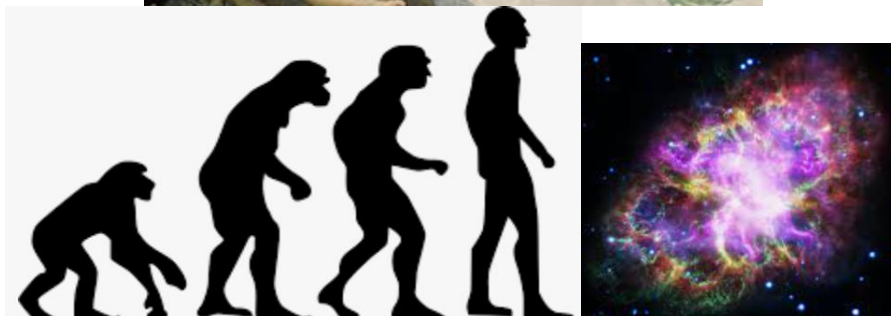
Can we always understand everything around us?

#### Key Vocabulary:

**creation**  
**conflicting**  
**complementary**  
**cosmology**  
**evolution**  
**genesis**  
**psalm**  
**awe**  
**wonder**

#### Bible references:

Genesis 1



## Class 3: Incarnation Was Jesus the Messiah?

### Cycle C: Autumn Term 2

#### Learning Sequence:

1. Identify the qualities needed in a person who can help in difficult situations: bullying, losing a job.
2. To describe the situation the People of God were in at the end of the Old Testament.
3. Explore some of the prophecies made about a coming Messiah.
4. Identify the clues in Matthew's Gospel (1:18 – 24, 2:1-12) which led people to believe that Jesus was the Messiah.
5. Consider Mary and Joseph's feelings about the birth of their son, the Messiah.
6. Give reasons why Christians want to make Christmas about Jesus Christ.

#### Key Knowledge:

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah.
- Some texts talk about what the 'messiah' would be like: wears a crown, holding the family tree of King David.
- Christians believe that Jesus fulfilled these expectations, and that he is the messiah.
- Jewish people do not believe that Jesus is the Messiah.
- Christians see Jesus as their saviour.

**Key driver: Resilience  
(Dignity & Wisdom)**

#### Big Question:

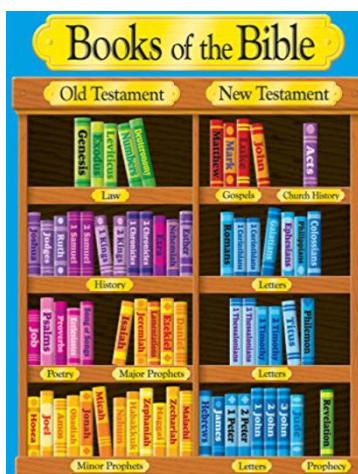
Are the smallest always the weakest?

#### Key Vocabulary:

**restore**  
**Messiah**  
**Old Testament**  
**New Testament**  
**Saviour**  
**People of God**  
**Prophecy**  
**Advent**

#### Bible references:

Matthew 1:18-24, 2:1-12



## Class 3: What does it mean to live as a Hindu today?

### Cycle C: Spring Term 1

#### Learning Sequence:

1. Recognise that world faiths have different ideas of life as a journey or a cycle.
2. Understand that Hindus believe in Karma.
3. Understand that Hindus believe that Brahman is present in every person.
4. Understand that Hindu sacred texts take many different forms.
5. Explore why many Hindus are vegetarian.
6. Identify the most important features of Hinduism to a believer.
- 7.

#### Key Knowledge:

- Hinduism is a very ancient religious tradition that has many diverse cultural expressions.
- Hindus believe that there are spiritual consequences for their actions (karma).
- Hinduism is a way of life aimed at reaching moksha.
- Brahman is present in the eternal soul (atman) of all living things and so all life is of great value.
- Hindus sacred writings include poems, prayers, songs and stories with meanings.
- Brahman is known through the trimurti and also their avatars, especially those of Vishnu.

**Key driver: Fellowship  
(Dignity & Community)**

**Big Question:**

What does it mean to live a 'good life'?

#### Key Vocabulary:

**Moksha**

**reincarnation**

**avatar**

**Rama**

**Ramayana**

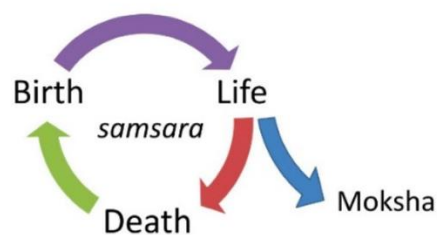
**karma**

**samsara**

**Krishna**

**Atman**

**Brahman**



Hindu Cycle of Life



The main shrine



Aum  
Symbol

## Class 3: Salvation

### What difference does the resurrection make for Christians?

#### Cycle C: Spring Term 2

##### Learning Sequence:

1. To consider why Christians believe that Jesus was resurrected.
2. To explain Christian practice in church on Good Friday and make links to belief.
3. To explain Christian practices on Easter Sunday and make links to belief.
4. To explore examples of Christian belief within modern and traditional hymns.
5. Be able to silently debate how believing in the resurrection of Jesus might make difference to how people behave.

##### Key Knowledge:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people.
- The Salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give an account of Jesus' death and resurrection.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing a new life (heaven).

##### Key driver:

**Fellowship (Dignity & Community)**

##### Big Question:

How does belief affect the way we behave?

##### Key Vocabulary:

**Resurrection**

**Gentile**

**Sanhedrin**

**Incarnation**

**Salvation**

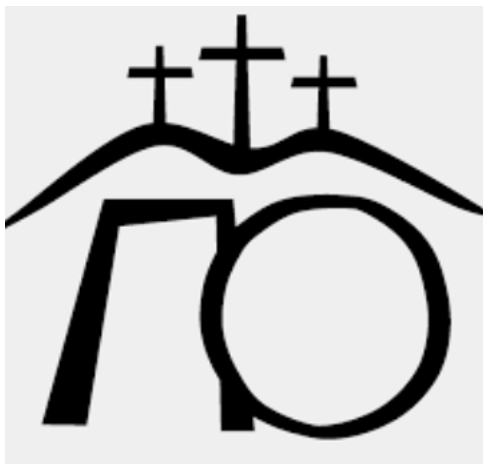
**Restoration**

**Lamb of God**

**Eucharist**

##### Bible references:

Luke 24, Matthew 27, Corinthians 15:17





## Class 3: Gospel What would Jesus do?

### Cycle C: Summer Term 1

#### Learning Sequence:

1. Understand Jesus' two greatest examples and explain their importance.
2. Identify the features of Gospel texts: The Sermon on the Mount; The Centurion's Servant.
3. Identify what Christians do to build to give good foundations for living (Parable of the two house builders).
4. Develop a prayer space, explaining how this space might help someone to understand prayer.
5. Describe the work of a Christian mission for healing (The Leprosy Mission).
6. Describe an example of how an enemy has been made a friend.
7. Consider the value and importance of being generous with time and money, giving examples.

#### Key Knowledge:

- Good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this.
- Jesus showed that he valued favour serving the weak and vulnerable, rather than making people feel comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, with their neighbours, in the local, national and global community.

#### Key driver: Fellowship (Community & Peace)

#### Big Question:

How can we be the best version of ourselves?

#### Key Vocabulary:

restoration  
foundation  
parable  
denial  
parallels  
sacrament  
minister  
ethical dilemma  
mission  
example

#### Bible references:

Matthew 22:36-40

Matthew 7

Luke 7:1-10



The Leprosy  
Mission



## Class 3: The People of God

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

### Cycle C: Summer Term 2

#### Learning Sequence:

1. Identify the first 4 stages of Moses life, considering his feelings at each stage.
2. Identify all 8 stages of Moses life, identifying the themes of the later stages.
3. Make connections between the liberation of people from slavery and the Christian belief that Jesus brings salvation from sin.
4. Use the 10 Commandments to identify how people must have been behaving and draw similarities to today.
5. Identify links between Jesus' two greatest commandments and the 10 commandments.
6. Describe why the story of Exodus has inspired Jewish and Christian people for centuries.

**Key driver: Resilience**  
**(Wisdom & Dignity)**

**Big Question:**  
Can we make a difference?

#### Key Vocabulary:











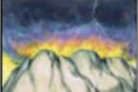






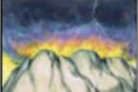






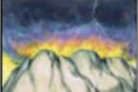


**Moses**  
**Passover**  
**Exodus**  
**Old Testament**  
**liberation**  
**oppression**  
**slavery**  
**freedom**

#### Bible references:

Exodus 1:8-14, 1:22

#### Key Knowledge:

- The Old Testament pieces together the story of the People of God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.
- Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others.
- Loving others, caring for others, bringing health, food, justice and telling the story of Jesus are ways of applying belief to life.

<p style="text-align: center; border: 1px solid black; padding: 2px;">Middle 40 years in the life of Moses</p> <div style="text-align: center;">               Moses &amp; Zipporah         </div> <div style="text-align: center;">               The burning bush         </div> <div style="text-align: center;">               Moses &amp; Aaron         </div>	<p style="text-align: center; border: 1px solid black; padding: 2px;">First 40 years in the life of Moses</p> <div style="text-align: center;">               Amram &amp; Jochebed (Aaron &amp; Miriam)         </div> <div style="text-align: center;">               3 months old         </div> <div style="text-align: center;">  </div>	<p style="text-align: center; border: 1px solid black; padding: 2px;">Last 40 years in the life of Moses</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <p style="text-align: center;">Egypt</p> <div style="text-align: center;">                       10 Plagues                 </div> </td> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <p style="text-align: center;">Wilderness</p> <div style="text-align: center;">                       crossing the Red Sea                 </div> <div style="text-align: center;">                       God commanded how to worship Him under the Law of Moses                 </div> <div style="text-align: center;">                       He wrote the first 5 books                      Moses lived 120 years                 </div> </td> <td style="width: 33%; padding: 5px;"> <p style="text-align: center;">Mount Sinai</p> <div style="text-align: center;">                       10 Commandments                 </div> <div style="text-align: center;">                       2 stone tablets written on both sides by God                      Exodus 31:18 &amp; 32:15                 </div> <div style="text-align: center;">  </div> </td> </tr> </table>		<p style="text-align: center;">Egypt</p> <div style="text-align: center;">                       10 Plagues                 </div>	<p style="text-align: center;">Wilderness</p> <div style="text-align: center;">                       crossing the Red Sea                 </div> <div style="text-align: center;">                       God commanded how to worship Him under the Law of Moses                 </div> <div style="text-align: center;">                       He wrote the first 5 books                      Moses lived 120 years                 </div>	<p style="text-align: center;">Mount Sinai</p> <div style="text-align: center;">                       10 Commandments                 </div> <div style="text-align: center;">                       2 stone tablets written on both sides by God                      Exodus 31:18 &amp; 32:15                 </div> <div style="text-align: center;">  </div>
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