



The RE Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

Children need to develop a love of life, learning and one another. In RE lessons pupils have the opportunity to learn about religious beliefs, to understand the impact on the lives of believers and to make connections with things of value in their own lives. They are encouraged to reflect, ask questions and discuss their learning. Children are encouraged and taught to be respectful to all, including those with individual needs, from different cultures, religions, traditions or orientations. In RE lessons pupils can explore the world through the viewpoints of people with varying religious or world views, learning about how other people choose to live their lives, what is important to them and how they show it through their actions. Pupils might draw lessons of how human beings can overcome adversity and persevere in times of difficulty by learning about aspects of religious believers’ daily lives which require commitment. Or, by learning about particular people of faith who are known their religious commitment. We teach our children to become responsible, truthful citizens. By reflecting on, discussing and questioning the lives of others, our pupils have the space to reflect upon what is of importance to them and can begin to explore and understand their own identities. We support our children to make sense of belief, to understand the impact and to make connections. We develop knowledge of the theological concepts in Christianity including Creation, God, People of God, Kingdom of God, Incarnation, Gospel and Salvation. Our children learn about the faiths of Christians, Jews, Muslims and Hindus. Deeper thinking is encouraged through making links between learning about different faiths, finding similarities and differences. Reflection on learning in light of one’s own beliefs is also encouraged. Visits to and visitors from faith communities are used as a way of deepening understanding where possible

Why study RE in school?

In all maintained schools RE must be taught according to either the locally agreed syllabus or in accordance with the school’s designated religion or religious denomination, or in certain cases the trust deed relating to the school. Community, foundation and voluntary-aided or voluntary-controlled schools without a religious character RE must be taught according to the locally agreed syllabus adopted by the LA by which the school is maintained. Sheepscombe School is a Community School and as such follows the Gloucestershire Agreed Syllabus.

Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

“The Gloucestershire Agreed Syllabus for RE has a threefold aim:

- Make sense of a range of religious and non-religious beliefs.
- Understand the impact and significance of religious and non-religious beliefs.
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.”

Parents have the right to withdraw their child from “RE lessons or any part of the RE Curriculum” Parents are informed of this via our RE policy which is available on the website. They can withdraw their child by discussing their views with the Head Teacher and alternative provision will be provided

Early Years Foundation Stage

RE sits firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness. The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning. Planned teaching experiences will support children’s learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children’s own experience. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them. The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning: Playing and exploring Active learning, Creating and thinking critically

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows interest in the lives of people who are familiar to them.	F4 Being Special – Where do we belong?	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	RE L2.2 What is it like for someone to follow God?	L2.11 How and why do people mark the significant events of life? (Christians/Hindus/Muslims/non religious?)	U2.1 What does it mean if Christians believe God is holy and loving?	U2.11 Why do some people believe in God and some not? Christians/Non religious
Remembers and talks about significant events in their own experience.	Retell religious stories making connections with personal experiences.	Making sense of belief: Retell the story of creation from Genesis 1:1-2:3 simply	Identify what a parable is	Make sense of belief: Make clear links between the story of Noah and the idea of covenant	Make sense of belief: Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.	Identify some different types of biblical texts, using technical terms accurately.	Understand the words theist, atheist and agnostic and explain what these different beliefs are.
Recognises and describes special times or events for family or friends.	Make connections: share and record occasions when things have happened in their lives that made them feel special.	Recognise that Creation is the beginning of the “big story” of the Bible Say what the story tells Christians about God, Creation and the world	Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians	Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Offer informed suggestions about the meaning and importance of ceremonies of commitment for	Explain connections between biblical texts and Christian ideas of God, using theological terms.	Explain what religious and non-religious people believe about God, saying where their ideas are from.
	Understand the impact:		Give at least two examples of a way in which Christians show their belief in	Make connections:		Make clear connections between Bible texts studied and what	Say reasons why people do or do not believe in God.

Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Enjoys joining in with family customs and routines. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment	recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. F1 Why is the word ‘God’ special to Christians? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God and human beings. Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their Creator. Talk about what people do to mess up the world and what they do to look after it. F2 Why is Christmas special to Christians? Begin to recognise the word incarnation as describing the belief that God came down to earth as Jesus. Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian festival (Christmas) Talk about people who are special to them Say what makes their family and friends special to them. F3 Why is Easter special to Christians? Recognise and retell stories connected with celebration of Easter.	Understanding the impact: Give at least one example of what Christians do to say “thank you” to God for Creation Make connections: Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in 1.9 How should we care for others and the world and why does it matter? Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 1.3 Why does Christmas matter to Christians? Make sense of belief: Recognise that stories of Jesus’ life come from the Gospels.	God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make 1.4 What is the ‘good news’ Christians believe Jesus brings? Make sense of belief: Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave Understand the impact: Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Make connections: Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 1.5 Why does Easter matter to Christians? Know what the words “incarnation” and “salvation” mean. Say that incarnation and salvation happen in the Bible Talk about the “big story” of the Bible	Make links between the story of Noah and how L2.12 How and why do people try to make the world a better place Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Make connections: Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, nonreligious worldviews and pupils’ own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views L2.1 What do Christians learn from the Creation story? Making sense of belief: Place the concepts of God and creation on a timeline of the Bible’s big story. Make clear links between Genesis 1 and what Christians believe about God and creation. Recognise that the story of “the fall” in Genesis 3 gives an explanation of why things go wrong in the world. Understand the impact: Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is, care for the earth)	religious and non-religious people today Understand the impact: Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Make connections: Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today L2.7 What do Hindu’s believe God is like? Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world to	Christians believe about God, for example, through how cathedrals are designed. Show how Christians put their beliefs into practice through worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. U2.4 How do Christians decide how to live? What would Jesus do? About the different types of text in the Gospels (teachings/parables.) The meaning of different Gospel texts for believers. Compare what we think about the texts with what a believer might say. The link between the Gospel texts, the "good news" from Jesus and how Christians live today. Talk about Christian teachings and the issues, problems and opportunities in the world today. Recognise different points of view U2.10 What matters most to Christians/Humanists? With opportunity to consider other faiths Make sense of belief: Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) Understand the impact: 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 and why it might be difficult, offering different points of view	Explain the links between what people believe about God and the impact this belief has on how they live their everyday lives. Describe how Christians sometimes disagree about what God is like. Think about and describe how believing in God can be a valuable part of life for believers but also explain the ways in which belief in God may be difficult in the everyday lives of believers. Think about and describe some different views on theism, agnosticism and atheism, explaining my own ideas about why some people believe in God and some do not. U2.3 Why do Christians believe Jesus was the Messiah? Know that “Messiah” means “a saviour from God.” Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. Explain what a prophet is and know what a prophecy text is. Identify Gospel and prophecy texts, using technical words. Explain how Christians behave in different ways at Christmas which show their beliefs about Jesus’ Incarnation. Talk about how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Discuss how far the idea of Jesus as the ‘Messiah’ is important in the world today. Discuss how the idea of Jesus as ‘Messiah’ might make a difference in people’s lives. U2.6 For Christians what kind of king was Jesus? Links between the Biblical texts and the Christian ideas of the "Kingdom of God." Explain how Christians think of the Kingdom of God (serving/loving others).
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	Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. F5 Which places are special and why? Talk about somewhere that is special to themselves, saying why. Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world F6 Which stories are special and why? Talk about some religious stories recognise some religious words e.g. about God. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible/Torah. Talk about some the things these stories teach believers(for example what Jesus teaches about being friends with the friendless Zacchaeus; what Jesus’ story about the 10 lepers teaches about saying “thank you”, why it is good to thank and be thanked; what the Chanukah story teaches Jews	Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas 1.7 Who is Jewish and how do they live? Making sense of belief: Recognise the words of the Shema as a Jewish prayer. Give examples of how the stories used in celebrations remind Jews about what God is like. Understand the impact: Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah) Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. 1.10 What does it mean to belong to a faith community? (Cathedral/mosque or other place of worship visit) Make sense of belief: Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Understand the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they	Know that the week before Easter is called “holy week” Know that Christians believe Jesus lived to “save them” Say that Jesus shows Christians how to behave Say three ways in which Christians worship in church at Easter Think, talk and ask questions about the story of Easter 1.6 Who is a Muslim and how do they live? Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslims beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the prophet show what Muslims believe about Muhammad (pbuh). Understand the impact: Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action. Make connections: Think, talk and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self control have something to say to them too. 1.8 What makes some places sacred to believers? Make sense of belief: Recognise that there are special places where people go to worship, and talk about what people do there	Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Make connections: Ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today L2.9 How do festivals and family life show what matters to Jewish people? Make sense of belief: Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Understand the impact: Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas L2.12 How and why do people try to make the world a better place? (Hindus, Christians. Muslims, non religious) Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: Make simple links between teachings about how to live and ways in which	L2.8 What does it mean to be a Hindu in Britain today? Understand the impact: Describe how Hindus show their faith within their families in Britain today. Describe how Hindus show their faith within their faith communities in Britain today (arti, bhajans at the mandir, festivals such as Diwali) Identify some different ways in which Hindus show their faith (between different communities in Britain or between Britain and parts of India) Make sense of belief: Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole “way of life” (dharma) Make connections: Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good things for individuals and society, giving good reasons for their ideas L2.3 What is the ‘ Trinity’ and why is it important to Christians? Make sense of belief: Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today Understand the impact: Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make connections: Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like L.2.5 Why do Christians call the day Jesus died ‘ Good Friday?’ Make sense of belief:	Make connections: Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views U2.8What does it mean to be a Muslim in Britain today? Make sense of belief: Identify and explain Muslim beliefs about God, the prophet (PBUH) and the Holy Qur’an. Describe ways in which Muslim sources of authority guide Muslim living (Qur’an guidance on Five Pillars; Hajj practices to follow examples of the prophet). Understand the impact: Make clear connections between Muslim beliefs and ibadah. Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today. Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. Reflect on and articulate what it is like to be a Muslim in Britain today giving good reasons for their views. U2.9 Why is the Torah so important to Jewish people? Name some Jewish writings and say what they show about Jewish belief in God. Identify Jewish belief about the Torah and how they treat it. Explain how Jewish rules/commandments are shown in the way that Jewish people live.	Think about and explain the meanings of different Biblical texts. How some Christians show their beliefs in the Kingdom of God through their actions. Make links between the Christian way of living in the Kingdom of God and issues, problems and opportunities which arise in the world. Use good vocabulary to explain ideas about love and service in the world. U2.7 Why do Hindus want to be good? Identify and explain the Hindu beliefs, dharma, karma, samsara and moksha, using the words accurately. Talk about meanings for the story of the man in the well and explain how it relates to Hindu beliefs. Explain the connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Identify and explain the four Hindu aims of life and the four stages of life with beliefs about dharma, karma and moksha. Explain how Hindus put their beliefs into practice in different ways. Think and talk about what impact belief in karma and dharma might have on people and the world, including different views U2.12 How does faith help people when life gets hard? To describe at least three examples of ways in which religions guide people in life during good and hard times. To identify beliefs about life after death in at least two religious traditions. To discuss similarities and differences in beliefs about death. To understand the links between what people believe about God and	
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	about standing up for what is right), etc	get married (Christian and/or Jewish and non-religious). Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact: Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community. Make connections: Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Make connections: Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Understand the impact: Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways Make connections: Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions L2.6 For Christians when Jesus left, what was the impact of Pentecost? Make sense of belief: Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now Understand the impact: Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship Make connections: Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas	Know the difference between Orthodox and Progressive Jews. Reflect upon the value of tradition, ritual, community, study and worship in the lives of Jews and non-Jews today. U2.2 Creation and science-conflicting or complimentary? Christians/Muslims/Jews/Hindus/ non religious? Make sense of belief: Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Understand the impact: Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go Together Make connections: Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views	how they respond to difficult times in life. To explain ways in which beliefs about resurrection/judgement/ heaven/ karma/reincarnation make a difference to how people live. To look at and discuss artwork showing the theme of "afterlife." U2.5 What do Christians believe Jesus did to 'save' people? How Incarnation and Salvation fit into the "Big story" timeline of the Bible. To understand the word "sacrifice." Explain what Christians mean when they say that Jesus' death was a sacrifice. When and where Holy Communion/Lord's Supper/Mass happens and what it is. Explain how Christian belief in Jesus' death as a sacrifice links to Holy Communion. The different ways Christians behave which show their beliefs. Reflect upon the idea sacrifice in our own lives and the world today	