



Unlocking....

Minds that learn, Hearts that love, Faith that gives



Understanding Christianity units with outcomes and knowledge building blocks

Subject	Subject Lead	Scheme
Religious Education	Jenny Carter	Understanding Christianity

Year Group	Term	Understanding Christianity Unit	Outcomes Making sense of the text	Outcomes Understanding the impact	Outcomes Making connections	Knowledge Building Blocks
EYFS Year A/B	Autumn	U.C F2 INCARNATION Why do Christians perform nativity plays at Christmas?				Pupils will know that: a) Christians believe God came to Earth in human form as Jesus. b) Christians believe Jesus came to show that all people are precious and special to God.
EYFS Year A/B	Spring	U.C F3 SALVATION Why do Christians put a cross in an Easter garden?				Pupils will know that: a) Christians remember Jesus' last week at Easter. b) Jesus' name means 'He saves'. c) Christians believe Jesus came to show God's love. d) Christians try to show love to others.
EYFS Year A/B	Summer	U.C F1 CREATION				Pupils will know that: a) The word God is a name.



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		Why is the word 'God' so important to Christians?					<p>b) Christians believe God is Creator of the universe.</p> <p>c) Christians believe God made our wonderful world and so we should look after it.</p>
Year Group	Term	Understanding Christianity Unit	Outcomes Making sense of the text	Outcomes Understanding the impact	Outcomes Making connections	Knowledge Building Blocks	
1/2 Year A	Autumn 2	U.C 1.4 GOSPEL What is the good news that Jesus brings?	<p>1. Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>2. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>3. Recognise that Jesus gives instructions to people about how to behave.</p>	<p>4. 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.</p> <p>5. 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).</p>	<p>6. 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, exploring different ideas.</p>	<p>PUPILS WILL KNOW THAT:</p> <p>a) Christians believe Jesus brings good news for all people.</p> <p>b) For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>c) Christians believe Jesus is a friend to the poor and friendless.</p> <p>d) Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	
1/2 Year A	Spring 2	U.C 1.5 SALVATION	<p>1. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p>	<p>4. Give at least three examples of how Christians show their beliefs about Jesus' death and</p>	<p>5. Think, talk and ask questions about whether the story of Easter has</p>	<p>Pupils will know that:</p> <p>a) Easter is very important</p>	



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		Why does Easter matter to Christians?	<ol style="list-style-type: none"> 2. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). 3. Recognise that Jesus gives instructions about how to behave. 	resurrection in church worship at Easter.	anything to say to them about sadness, hope or heaven, exploring different ideas.	<p>in the 'big story' of the Bible.</p> <p>b) Christians believe Jesus rose again, giving people hope of a new life.</p>
1/2 Year B	Autumn 2	<p>U.C 1.3</p> <p>INCARNATION</p> <p>Why does Christmas matter to Christians?</p>	<ol style="list-style-type: none"> 1. <i>Recognise that Incarnation is part of the 'Big Story' of the Bible.</i> 2. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. 3. Recognise that stories of Jesus' life come from the Gospels. 	4. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	5. Decide what they personally have to be thankful for at Christmas time.	<p>Pupils will know that:</p> <p>a) Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>b) The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>c) Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>



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1/2 Year B	Spring 1	U.C 1.1 GOD What do Christians believe God is like?	1. Identify what a parable is. 2. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. 3. Give clear, simple accounts of what the story means to Christians.	4. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. 5. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.	6. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Pupils will know that: a) Christians believe in God, and that they find out about God in the Bible. b) Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. c) Christians worship God and try to live in ways that please him.
1/2 Year B	Summer 1	U.C 1.2 CREATION Who made the world?	1. Retell the story of creation from Genesis 1: 1- 2: 3 2. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. 3. Say what the story tells Christians about God, Creation and the world.	4. Give at least one example of what Christians do to say thank you to God for the Creation. 5. <i>Give at least two examples of what Christians do to look after the world for God.</i>	6. Think, talk and ask questions about living in an amazing world.	Pupils will know that Christians believe: a) God created the universe. b) The Earth and everything in it are important to God. c) God has a unique relationship with human beings as their Creator and Sustainer. d) Humans should care for the world because it belongs to God.



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3/4 Year A	Autumn 2	U.C 2A.1 CREATION What do Christians learn from the Creation story?	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) 	<ol style="list-style-type: none"> Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. 	<p>Pupils will know that Christians believe:</p> <ol style="list-style-type: none"> God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).
3/4 Year A	Summer 2	U.C 2A.3 INCARNATION What is the Trinity?	<ol style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. 	<ol style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. 	<ol style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the 	<p>Pupils will know that:</p> <ol style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who



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			<ol style="list-style-type: none">2. Offer suggestions about what texts about baptism and Trinity might mean.3. Give examples of what these texts mean to some Christians today.		<p>God of Christianity is like.</p>	<p>saves his people; the Son sends the Holy Spirit to his followers.</p> <ol style="list-style-type: none">c) Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.d) Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.e) Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.f) Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
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3/4 Year A	Summer 1	U.C 2A.2 PEOPLE OF GOD What is it like to follow God?	1. Make clear links between the story of Noah and the idea of covenant.	2. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. (Maybe make reference to baptism from previous unit.)	3. Make links between the story of Noah and how we live in school and the wider world.	Pupils will know that: a) The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. b) The People of God try to live in the way God wants, following his commands and worshipping him. c) They believe he promises to stay with them and Bible stories show how God keeps his promises.
3/4 Year B	Spring 1	U.C 2A.4 GOSPEL What kind of world did Jesus want?	1. Identify the Bible text as part of a 'Gospel', which tells the story of the life and teaching of Jesus. 2. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	4. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.	5. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	Pupils will know that: • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.



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			3. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.			<ul style="list-style-type: none"> • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
3/4 Year B	Spring 2	U.C 2A.5 SALVATION Why do Christians call the day Jesus died 'Good Friday'?	<ol style="list-style-type: none"> 1. Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. 2. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. 3. Give examples of what the texts studied mean to some Christians. 	<ol style="list-style-type: none"> 4. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. 5. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. 	<ol style="list-style-type: none"> 6. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<p>Pupils will know that:</p> <ol style="list-style-type: none"> a) Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. b) The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. c) Christians today trust that Jesus really did rise from the dead, and so is still alive today.



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							d) Christians remember and celebrate Jesus' last week, death and resurrection.
3/4 Year B	Summer 1	U.C. 2A.6 KINGDOM OF GOD When Jesus left what was the impact of Pentecost?	<ol style="list-style-type: none"> 1. Order Pentecost and Paul's letters on a timeline of the Bible's 'big story'. 2. Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. 3. Offer suggestions about what the description of Pentecost in Acts 2 might mean. 	4. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.	5. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	Pupils will know that: a) Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) b) Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. c) Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus'	



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						invisible Kingdom visible by living lives that reflect the love of God. d) Christians celebrate Pentecost, as the beginning of the Church.
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5/6 Year A	Autumn 2	U.C 2B.4 INCARNATION Was Jesus the Messiah?	<ol style="list-style-type: none"> 1. Explain the place of Incarnation and Messiah within the 'big story' of the Bible. 2. Identify Gospel and prophecy texts, using technical terms. 	<ol style="list-style-type: none"> 3. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. 4. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. 	Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	<p>Pupils will know that:</p> <ol style="list-style-type: none"> a) Jesus was Jewish. b) Christians believe Jesus is God in the flesh. c) 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. d) The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.



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						<p>e) Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour.</p>
5/6 Year A	Spring 2	<p>U.C 2B.6 SALVATION What did Jesus do to save human beings?</p>	<ol style="list-style-type: none"> 1. Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. 2. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. 3. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. 	<ol style="list-style-type: none"> 4. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. 5. Show how Christians put their beliefs into practice. 	<p>6. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>Pupils will know that:</p> <ol style="list-style-type: none"> a) Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. b) The Gospels give accounts of Jesus' death and resurrection. c) The New Testament says that Jesus' death was somehow 'for us'. d) Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the



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						<p>devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, <i>from slavery to freedom.</i></p> <p>e) Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>f) Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>
5/6 Year A	Summer 1	U.C 2B.2 CREATION Creation and science:	1. Outline the importance of Creation on the timeline of the 'big story' of the Bible. 2. Taking account of the context, suggest what	3. Make clear connections between Genesis 1 and Christian belief about God as Creator.	5. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or	Pupils will know that: a) There is much debate and some controversy around the relationship between the accounts of



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		conflicting or complementary?	Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.	4. Show understanding of why many Christians find science and faith go together.	inspiring, justifying their responses. 6. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.	creation in Genesis and contemporary scientific accounts. b) These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? c) There are many scientists throughout history and now who are Christians. d) The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
5/6 Year A	Summer 2	U.C 2B.5 GOSPEL What would Jesus do?	1. Identify features of Gospel texts (for example, teachings, parable, narrative). 2. Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts,	3. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.	4. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the	Pupils will know that: a) Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to



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			showing awareness of different interpretations.		world today, offering insights of their own.	<p>heal the damage done by human sin.</p> <p>b) Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable.</p> <p>c) Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>
5/6 Year B	Autumn 1	U.C 2B.1 GOD What does it mean if God is holy and loving?	<ol style="list-style-type: none"> 1. Identify some different types of biblical texts, using technical terms accurately. 2. Explain connections between biblical texts and 	<ol style="list-style-type: none"> 3. Make clear connections between Bible texts studied and what Christians believe about God; for example, through 	<ol style="list-style-type: none"> 5. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, 	<p>Pupils will know that:</p> <p>a) Christians believe God is omnipotent, omniscient and eternal, and that this</p>



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			Christian ideas of God, using theological terms.	how churches are designed. 4. Show how Christians put their beliefs into practice in worship.	developing insights of their own.	means God is worth worshipping. b) 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 being loving, forgiving, and full of grace. c) 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. Christians believe getting to know God is like getting to know a person rather than learning information.
5/6 Year B	Spring 2	U.C 2B.3 PEOPLE OF GOD How can following God bring freedom and justice?	1. Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.	2. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.	4. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	Pupils will know that: a) The Old Testament pieces together the story of the people of God. b) The story of Moses and the Exodus shows how God rescued his people



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				3. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.		<p>from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>c) Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p>
5/6 Year B	Summer 1	<p>U.C 2B.8 KINGDOM OF GOD What kind of king is Jesus?</p>	<p>1. Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>2. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p>	3. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.	4. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about	<p>Pupils will know that:</p> <p>a) Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians</p>



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					whether or not the world could or should learn from Christian ideas.	who live in obedience to God. b) The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. c) Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
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Most Outcomes and Knowledge Building Blocks are from the Core Learning. *Any in italics are from Digging Deeper.*