

*This is the day that the Lord has made; let us rejoice and be glad in it. Psalm 118*



## How do we Grow Finchampstead Theologian?

Cycle A (Autumn Even Year)

### Autumn Even

### Spring Odd

### Summer Odd

**Rosefinch Y1**

**Bullfinch Y1/2**



#### Should everyone follow Jesus?

- Recall the Easter story
- Recognise that people followed Jesus and talk about why
- Talk about leaders that they are aware of
- Talk about what makes a good leader Say who they follow and why.

#### Do religious symbols mean the same to everyone?

- Match some Jewish symbols to beliefs
- Identify Christian and Jewish symbols from a range
- Suggest reasons why people choose to wear symbols
- Identify some clothing that has symbolic meaning (wedding dresses etc.)
- Recognise that symbols can communicate meaning
- Talk about symbols that they like to wear
- Ask questions about how and why symbols change

#### What is Baptism and why do people choose to get baptized?

- Explore how and why people choose to belong to groups and religions and the difference that makes to their lives.
- Recognise that everyone is different, but equally of value.

#### How should the church celebrate Easter?

- Retell the story Easter – sequencing the main events in the right order
  - Match some items in church with the Easter story
  - Suggest a meaning the Easter story may have for a Christian
  - Ask questions about the importance of Easter for a Christian
- Suggest which aspects of the Easter story are m

#### Can stories change people

- Retell a story from the Bible about a person who is changed
  - Suggest why people are changed by stories
  - Identify some ways in which they are changed by stories
  - Recognise the importance of story to Jews and Christians
  - Use a biblical story as a basis for their own story about change
  - Discuss whether being changed is good
- Recognise and talk about their own response to change to look after it

#### Does creation help people understand God?

- Recall the creation story
  - Recognise the significance of the creation story for Christians and Jews
  - Talk about some interesting and puzzling questions to do with creation
  - Talk about how the world is important to them
  - Choose from some statements the ones that come from the creation story
- Say what they think is good about the world and why it may be important

### Autumn Odd

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**Rosefinch Y1**

**Bullfinch Y1/2**



#### How should you spend your weekend?

- Retell the story of creation
- Identify how the Jewish Shabbat is different to their weekend
- Identify and suggest meanings for the Friday night rituals and artefacts
- Recognise what makes Shabbat holy for Jews
- Ask questions about how others spend their time
- Describe simply how Jewish people spend Shabbat
- Talk about their own views about the importance of spending time together as a family

#### Should we celebrate Harvest or Christmas?

- Recognise and recall stories connected with Harvest and Christmas
- Recognise the lessons in the stories and the religious significance
- Recognise that celebration is a human instinct
- Talk about the significance of the two celebrations
- Identify three artefacts associated with Christmas, Harvest or Sukkot
- Put the Christmas story in the correct order

#### Is it important to celebrate New Year?

- Retell the story of Adam and Eve or Abraham and Isaac, recognising why it is important to believers at Rosh Hashanah
- Suggest two things that are important to a Jewish person at Rosh Hashanah
- Gather and select from pieces of information about the Jewish festival
- Show awareness of the similarities between the celebrations of New Year
- Suggest meanings for the foods and practices at New Year
- Ask and respond to some questions about things that puzzle them in the New Year celebrations
- Talk about why making a new beginning at the New Year may be important to them or others

#### Are some stories more important than others?

- Name some stories from the Old Testament
- Put six pictures from one of the stories into order
- Say what they like about one of the stories
- Can talk about what they find interesting or puzzling in one of the stories
- Say what they have think they have learned from one of the stories

#### Who should you follow?

- Retell a story about a leader in the Bible
- Identify a leader in society and suggest what makes that person special
- Suggest reasons why people follow certain leaders
- Make up some good questions to ask a Vicar or Rabbi about their view of leadership
- Describe what makes someone a good leader
- Talk about their own views of leadership
- Discuss or write down some ideas about why leaders are needed

#### Do we need shared special places?

- Recognise artefacts from a synagogue
  - Recognise what makes the synagogue special to Jewish people
  - Talk about the places that are special to them
  - Say what they think is good about having a shared special place
- Talk about whether special places help them to feel that they are part of a group

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## How do we Grow Finchampstead Theologian?

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Chaffinch Y3/4



#### Did Jesus really do Miracles?

• Read and explore miracles in the bible and consider their impact on the crowds, the disciples and the teachers of the law and the Pharisees. • Consider some interpretation of the miracles in theological terms • Discuss and explain how that miracle may influence Christians today. • their own response to the story • Understand why some people do not believe in miracles • Discuss the implications of the truth or falsity of the accounts.

#### Mary and the Christmas Story

• Understand that Mary is considered to be the mother of Jesus and that God was his father • Know the key events from Luke's gospel that involve Mary • Discuss their significance to the Christmas narrative • Interpret some of the symbols usually connected with Mary • know that different denominations vary in their treatment of Mary • Express

#### Exploring Holy Journeys

• describe some of the differences between a pilgrimage and a holiday • know about a range of places of pilgrimage for Christianity and Hinduism • explain why those particular places are important • know a range of reasons why people may choose to participate in a pilgrimage and describe a typical pilgrimage • respond to a story about a pilgrimage or interview someone who has made a journey.

#### Exploring the ritual of communion

• know the key features of the communion/Eucharist service and be able to link them to the Bible passage. • know the story of the Last Supper and link that also with communion • know that Jesus taught his followers to behave in certain ways and illustrate with one or two verses or stories from the Bible. • know that baptism is another way of showing belonging to the church and will know the symbols connected with baptism. • They will know that being part of a group requires commitment and suggest ways of showing it.

#### Hinduism and Murtis

• know the names of Brahma, Vishnu and Shiva and their consorts and describe their characteristics then draw conclusions about Hindu views of God; • know the key stories connected with them and what they teach about God • know some of the other symbols that area used for god – e.g. salt water, incense, • know that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions.

#### Should believers give things up?

• know that Lent and Advent are seasons in the church year that prepare believers for the feasts of Christmas and Easter. • know how Ash Wednesday may be celebrated and the significance of the symbolism. • know that Lent is a time for giving things up. • understand that fasting is linked to penitence • know the story of the temptations and be able to suggest meanings for the temptations and the way that Jesus rebuffs them. • link the story of the temptations to the practice of Lent. • know about some people who have given things up for what they believe

### Autumn Odd

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Chaffinch Y3/4



#### Does prayer change things?

• Know the correct terms for different types of prayer • identify those types in written or spoken prayers. • recount at least three tales from the bible and describe the impact that prayer has in these & link them to some modern examples. • Evaluate the significance of prayer in the lives of historic and contemporary Christians • make some comparisons with prayer in other faiths. • Know that not everyone prays or believes that prayer has any value.

#### Is light a symbol for celebration?

Identify the three festivals and the appropriate faith and know the story behind each festival • explain why light is a feature. understand the significance of light for life and its symbolic meaning as guide, revelation and understanding. • describe the beliefs that each festival expresses and compare and contrast.

#### Is a Jewish / Hindu child free to choose how to live?

• Give simple definitions of the concepts of Dharma, Karma, Moksha, and Samsara • identify the impact that these concepts have on the life of many Hindus; • Look at Hindu stories that explore these • explore the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life • discuss the effect that these duties have on family life. • compare these duties to the behaviour that is expected of them and others • recognise examples of appropriate/ inappropriate behaviour for Hindus & themselves.

#### Does Easter make sense without Passover?

Know the key events surrounding the Passover meal in Holy Week; • understand the symbols as Jesus explains them and the outcome of the meal; know why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today. • Know the central events of the Exodus story as the Israelites were lead out of Egypt. • Recognise that there are Bible passages that link the two events and be able to evaluate the links between the two stories. • Describe the link between these two stories and the Christian celebration of communion or Eucharist.

#### Can made up stories tell the truth?

• retell parables and suggest a range of meanings for the stories covered • Understand the difference between, truths, untruths and implied truth • Make connections between the stories Jesus told and other stories they have read and understand the value of using story to tell truths

#### Does Jesus have authority for everyone?

• know the chosen stories that show Jesus exerting authority. • name a range of people who have authority in their lives and know the concepts of trust and obedience • know that Christians have other sources of authority and they will recognise that different people accept different sources of authority. • evaluate the authority of Jesus for Christians, themselves and others • identify the sources of authority in their own lives

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## How do we Grow Finchampstead Theologian?

Cycle A (Autumn Even Year)

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Goldfinch Y5/6



**Can we know what God is like?** Know that there are different ways of understanding God and that different faiths describe God in many differing ways. Compare and contrast views of God and ways of knowing about God. Evaluate the practices that believers employ to get to know God.

**Is "God made man" a good way to understand the Christmas story?**  
Explain what is meant by incarnation and why it's important to a Christian understanding of Christmas; know that Christmas needs to be understood in light of what Jesus went on to do; link Christian beliefs about Christmas to bible texts; evaluate Christian celebrations.

**Does the community of the Gurdwara help Sikhs lead better lives?**  
Know the features that are common to Gurdwaras and be able to identify similarities and differences between them and the Golden Temple in Amritsar. Know how the Gurdwara is used and how this links to some of the key beliefs of the Sikh faith. Understand how the community offers support and welcome and how Sikh traditions are kept alive by the Gurdwara. Compare the Gurdwara to other places of worship and evaluate the contribution of each to the lives of believers.

**Is the resurrection important to Christians?**  
Make links between the narrative of the resurrection and Christian beliefs about life after death and the significance of the resurrection for understanding the nature of Jesus. Know how Easter Sunday is celebrated and the reason for the joy of the event. Explain how a Christian understanding of the resurrection might influence the way that Christians respond to death.

**What is best for our world?**  
Religious Stewardship. Know the key texts and principles that Christian and Sikh believers might acknowledge as the basis for charitable work. Evaluate the reasons for service, and be able to identify the needs of the world that are being met. Link religious teachings with their own responses. Use the correct terminology to describe the principles and concepts. Know that non-religious people also try to meet the needs of the world and run charities.

**Are You Inspired?**  
Know how disciples were changed at Pentecost and the teachings of the church that follow on from this. Be able to articulate the work of the Spirit as that of the third person of the Trinity and explain how Christians believe the Spirit influences them today. Know bible stories/quotes which reference the Spirit and consider its role in the church today.

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Goldfinch Y5/6



**Are saints encouraging role models?**  
Know the Story of St Stephen and about a range of other saints, including modern day saints and local saints; consider why people may be called saints and evaluate their contribution. Recognise why Jesus is not a saint. Know that other religions also talk about saints.

**Does God Communicate with humans?**  
Know the prophecies Christians link to the birth of Jesus; know the ways that God communicates to people during the Christmas narrative and the impact of responses; recognise the different ways Christians believe God communicates.  
  
Compare Christianity with the polytheism of Ancient Greece?

**Do clothes express belief?**  
Describe Sikh beliefs / behaviour, especially with regard to clothing; Annotate a picture, showing understanding of what it means to belong to Sikhism by describing how it feels to wear the 5Ks · Discuss why people choose to wear certain items styles of clothing and the impact that has on the people around them · Refer to religious beliefs when they describe their own values in choice of clothing, making a comparison · Create a statement of personal belief in response to the main question.

**Christianity: Was the death of Jesus worth the sacrifice?** What sacrifices are worth it? Pupils will know that Christians believe that Christ died for a purpose and that He gave his life for others. They will see the links between the death of Jesus and the Passover lamb and the sacrifices made on the day of Atonement. They will know that Jesus had the freedom not to die, but chose to and that the words of forgiveness spoken in the cross can be understood to apply to all humans. They will know the words salvation and atonement and be able to show how Christians celebrate Easter as a result of these beliefs.

**Do Sikhs need the Guru Granth?**  
Know about the teachings of the Guru Granth Sahib, especially the Mool Mantra; link the treatment of the book with the respect offered to Gurus. Evaluate the impact of the Guru Granth Sahib on Sikh daily life.

**Does it matter what we believe about creation?**  
Know a variety of creation accounts and be able to compare and contrast two of them. Consider how creation accounts might impact the believer's views about the world. Use a religious text to inform their views on environmental issues, comparing their response with those of believers in other faiths or none.

