

Tickhill Estfeld Primary School
RE – Teaching Sequence 2022-23

Reception		
Lesson	Autumn 1	Autumn 2
1	F1: Which stories are special and why? Lesson outline: What is your favourite story?	F4: Which times are special and why? Lesson outline: What special times have you had?
2	F1: Which stories are special and why? Lesson outline: what is special to us?	F4: Which times are special and why? Lesson outline: What do other people celebrate?
3	F1: Which stories are special and why? Lesson outline: identify a sacred text – look at the holy bible	F4: Which times are special and why? Lesson outline: What story do Hindu people remember at Diwali?
4	F1: Which stories are special and why? Lesson outline: do you know any bible stories? Read David and Goliath	F4: Which times are special and why? Lesson outline: What happens at Diwali and why?
5	F1: Which stories are special and why? Lesson outline: What stories do you know that are special to Muslims?	F4: Which times are special and why? Lesson outline: What happens at Christmas and why?
6	F1: Which stories are special and why? Lesson outline: What is the holy book for Muslims?	F4: Which times are special and why? Lesson outline: Why is Christmas a special time for Christians?
Lesson	Spring 1	Spring 2
1	F3: Which places are special and why? Lesson outline: My favourite place – circle time to discuss our favourite places and what we do there, what we like to do there, what memories do we have there.	F2: Which people are special and why? Lesson outline: Who is special to you and why?
2	F3: Which places are special and why? Lesson outline: Where is special to me? Think of other special places, e.g. home, school, family houses, park, woods etc. chn to share their special places and explain what makes it special. Draw a picture of this place.	F2: Which people are special and why? Lesson outline: What is a good friend like?
3	F3: Which places are special and why? Lesson outline: Where is a special place for Christians to go? Look at churches – similarities and differences between churches around the world. Build a church in construction.	F2: Which people are special and why? Lesson outline: How can you show that you’re a good friend?
4	F3: Which places are special and why? Lesson outline: What makes a church special? Look at the key features of a church (inside and out). Explain what these features are, what they represent/their uses.	F2: Which people are special and why? Lesson outline: What stories did Jesus tell that about being a good friend and caring for others?
5	F3: Which places are special and why? Lesson outline: Where is a holy place for Muslims to go? Look at different places of worship – compare with churches. Read story about going to Mosque – discuss greetings and traditions. Recognise a mosque.	F2: Which people are special and why? Lesson outline: What stories did Jesus tell that about being a good friend and caring for others?
6	F3: Which places are special and why? Lesson outline: What is special about a Mosque? Explain key features of a mosque. Listen to the call to prayer. Virtual tour of a mosque.	F2: Which people are special and why? Lesson outline:
Lesson	Summer 1	Summer 2
1	F5: Where do we belong? Lesson outline: What makes us special? Read the Lion and the Mouse.	F6: What is special about our world? Lesson outline: What are our favourite things about nature?

2	F5: Where do we belong? Lesson outline: Everyone is special in different ways – circle time.	F6: What is special about our world? Lesson outline: Why do some people say the world is special? What do you think is special about the world?
3	F5: Where do we belong? Lesson outline: Listen to the story Jesus Blesses Little Children.	F6: What is special about our world? Lesson outline: What story do Christians tell about the creation of the world?
4	F5: Where do we belong? Lesson outline: What groups do we belong to? Who is in our family?	F6: What is special about our world? Lesson outline: How can we tell the Christian story of creation?
5	F5: Where do we belong? Lesson outline: Christening – how are babies welcomed into the Christian family?	F6: What is special about our world? Lesson outline: What stories do Muslim people tell about Gods creation?
6	F5: Where do we belong? Lesson outline: How are babies welcomed into the Muslim religion?	F6: What is special about our world? Lesson outline: How does Muhammed show Muslims how to behave in the story of Muhammed and the Kittens?

Year 1

Lesson	Autumn 1 –	Autumn 2 –
1	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Introduce the Bible as a book of Christian stories. Read Jonah and the Whale and discuss what the message of this story may be.	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Ask children to give words that describe what they think God is like. Listen to the poem 'WHO' and discuss what this means. Children to add more lines to the poem to describe God.
2	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Introduce the Bible as a book of Christian stories. Read The Lost Son and discuss what the message of this story may be.	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: What does Remembrance look like for Christians?
3	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Remind the children about the stories of the Bible we have read so far. Share the story of creation. Children to sequence the creation story themselves.	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Who is Jesus? Why is Jesus important to Christians? Explore the beliefs that Christians hold about Jesus.
4	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: To understand what Christians believe about God.	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Introduce the Bible as a book of Christian stories. Read Jonah and the Whale and discuss what the message of this story may be.
5	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Look at pieces of art work showing symbols of Christianity. Recognise some symbols and images used to express ideas of God.	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Investigate how Christians follow teaching from the Bible about how to live their lives.
6	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: Listen to music that expresses ideas about God. Discuss the music and the lyrics that they can hear.	Key Question: 1.1 Who is a Christian and what do they believe? Lesson outline: To understand and retell the story of Christmas.
Lesson	Spring 1 –	Spring 2 -
1	Key Question: 1.5 What makes some places sacred? (Christianity and Muslims) Lesson outline: What does sacred/ holy mean? Consider things and places that are special, sacred or holy to children and their families.	Key Question: 1.6 How and why do we celebrate special and sacred times? (Christianity and Muslim) Lesson outline: What does celebrate mean? What is a celebration? Children to think about any celebrations they can remember? What were they for and what happened?

2	Key Question: 1.5 What makes some places sacred? (Christianity and Muslims) Lesson outline: Recognise there are places of worship where people can go. Look at different places of worship and what might happen there. What does worship mean?	Key Question: 1.6 How and why do we celebrate special and sacred times? (Christianity and Muslim) Lesson outline: To find out about Christian celebrations and what makes these special.
3	Key Question: 1.5 What makes some places sacred? (Christianity and Muslims) Lesson outline: Show the children pictures of a Mosque and explore what a Mosque is. Name 3 objects used in worship in a Mosque.	Key Question: 1.6 How and why do we celebrate special and sacred times? (Christianity and Muslim) Lesson outline: How do Christians celebrate Easter and why? What traditions take place during this time?
4	Key Question: 1.5 What makes some places sacred? (Christianity and Muslims) Lesson outline: Revisit what we have learnt about a Mosque. Share a story and prayers from the Muslim faith.	Key Question: 1.6 How and why do we celebrate special and sacred times? (Christianity and Muslim) Lesson outline: To find out about Muslim celebrations and what makes these special.
5	Key Question: 1.5 What makes some places sacred? (Christianity and Muslims) Lesson outline: Identify objects within the Christian church that are special to this place of worship.	Key Question: 1.6. How and why do we celebrate special and sacred times? (Christianity and Muslim) Lesson outline: Introduce Ramadan and Eid -Ul – Fitr and talk about what happens at these times for Muslim people.
6	Key Question: 1.5 What makes some places sacred? (Christianity and Muslims) Lesson outline: Compare the Christian church to the Moqsue. What is similar and what is different?	
Lesson	Summer 1	Summer 2
1	Key Question: 1.7 What does it mean to belong to a faith community? Lesson outline: What groups do we belong to? Look at symbols of belonging in the Christian faith and what they mean.	Key Question : 1.8 How should we care for others and the world and why does it matter? Lesson outline:
2	Key Question: 1.7 What does it mean to belong to a faith community? Lesson outline: Look at symbols of belonging for the Jewish community. What do they mean for Jewish people?	Key Question : 1.8 How should we care for others and the world and why does it matter? Lesson outline:
3	Key Question: 1.7 What does it mean to belong to a faith community? Lesson outline: What happens at a Christian christening? How does this show belonging to a faith?	Key Question : 1.8 How should we care for others and the world and why does it matter? Lesson outline:
4	Key Question: 1.7 What does it mean to belong to a faith community? Lesson outline: What happens at a Jewish welcoming ceremony? How does this show belonging to a faith?	Key Question : 1.8 How should we care for others and the world and why does it matter? Lesson outline:
5	Key Question: 1.7 What does it mean to belong to a faith community? Lesson outline: What happens at a Christian wedding? How does this show belonging to a faith?	Key Question : 1.8 How should we care for others and the world and why does it matter? Lesson outline:
6	Key Question: 1.7 What does it mean to belong to a faith community? Lesson outline: What happens at a Jewish wedding ceremony? How does this show belonging to a faith? Compare to the Christian wedding.	Key Question : 1.8 How should we care for others and the world and why does it matter? Lesson outline:

Year 2

Lesson	Autumn 1 –	Autumn 2 –
1	<p>Key Question: 1.4 Believing What can we learn from sacred texts?</p> <p>Lesson Outline: Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. ‘Joseph and his brothers’ (Genesis 37, 39–48); the story of Moses (book of Exodus); ‘The call of Samuel’ (1 Samuel 3); ‘David and Goliath’ (1 Samuel 17); Jonah (Book of Jonah).</p> <ul style="list-style-type: none"> - Abraham and Isaac – the Father of a great nation. Covenant - God’s promise to look after his people. Link to Class Charter. 	<p>Key Question: 1.6 Expressing How do people celebrate special and sacred times?</p> <p>Lesson Outline: Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p> <ul style="list-style-type: none"> - Divali for Hindus
2	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <ul style="list-style-type: none"> • Explore the meaning and significance of Jewish rituals and practices during each festival. <ul style="list-style-type: none"> - Rosh Hashannah 	<p>Key Question: 1.3 Believing</p> <p>Lesson Outline: Think about remembering what really matters and how people make a special time to remember.</p> <p>Talk about how special times can make people happy or thoughtful</p> <ul style="list-style-type: none"> - Link to Remembrance Sunday
3	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <ul style="list-style-type: none"> • Explore the meaning and significance of Jewish rituals and practices during each festival. <ul style="list-style-type: none"> - Yom Kippur Jonah and the Whale 	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <ul style="list-style-type: none"> - Advent
4	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <ul style="list-style-type: none"> • Explore the meaning and significance of Jewish rituals and practices during each festival. <ul style="list-style-type: none"> - Sukkot 	<p>Key Question: 1.8 Living How should we care for others and the world, and why does it matter?</p> <p>Lesson Outline: Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer.</p> <ul style="list-style-type: none"> - Christingle
5	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <ul style="list-style-type: none"> • Explore the meaning and significance of Jewish rituals and practices during each festival. <p>Key Question: 1.3 Believing Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?</p>	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <ul style="list-style-type: none"> - The Christmas Story

	- Shabbat	
6	<p>Key Question: 1.3 Believing Who is Jewish and what do they believe? Lesson Outline: Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?</p> <p>- Belonging to a Jewish Family, the home.</p> <p>1.4 Believing What can we learn from sacred books? Lesson Outline Introduce a sacred text for Muslims – Holy Qur’an, and/or Jewish people – Tenakh.</p> <ul style="list-style-type: none"> Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. 	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times? Lesson Outline: Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <ul style="list-style-type: none"> Explore the meaning and significance of Jewish rituals and practices during each festival. <ul style="list-style-type: none"> Hanukkah
7	<p>Key Question: 1.4 Believing What can we learn from sacred books? Lesson Outline: Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew.</p>	
Lesson	Spring 1 –	Spring 2 -
1	<p>Key Question: 1.8 Living How should we care for others and the world, and why does it matter? Lesson Outline: Consider the idea that we all have special gifts that we can use to benefit others. (PSHE lesson respecting other people’s talents. Developing good listening skills)</p>	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times? Lesson Outline: Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <ul style="list-style-type: none"> For example, from Easter: <ul style="list-style-type: none"> Lent
2	<p>Key Question: 1.8 Living How should we care for others and the world, and why does it matter? Lesson Outline: Talk about texts which promote the ‘Golden Rule’ (Do unto others.....) and think about what would happen if people followed the rule more. Show ideas of good and bad and right and wrong. Jesus Special Friends (to introduce the disciples), Key Question 1.3 What can we learn from sacred books? Read, act out and illustrate some stories Jesus told about what God is like (e.g. ‘The lost sheep/Lost coin’ Luke 15) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10).</p> <p>- Jesus’ Special Friends, The Lost Sheep and The Good Samaritan.</p>	<p>Key Question: 1.4 Believing What can we learn from sacred books? Lesson Outline: Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.</p> <ul style="list-style-type: none"> Introduce the Bible as a sacred text for Christians. <ul style="list-style-type: none"> Sacred/not sacred

3	<p>Key Question: 1.8 Living How should we care for others and the world, and why does it matter?</p> <p>Lesson Outline: Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8</p> <p>Share ideas about friendship; the benefits and responsibilities. Ask for ideas about people who care for others. Remind class of last week's stories about how God cares for everyone.</p> <p>Read the story 'Jesus Blesses the Children'. How does God bless children today? (Baptism).</p>	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <p>Key Question: 1.4 Believing What can we learn from sacred books?</p> <p>Lesson Outline: Explore stories from sacred text, the Tenakh, which teaches about God looking after his people.</p> <ul style="list-style-type: none"> - Moses/Passover
4	<p>Key Question: 1.8 Living How should we care for others and the world, and why does it matter?</p> <p>Lesson Outline: Read stories about how some people have been inspired to care for others because of their religious beliefs – Mother Theresa, Dr Barnardo.</p>	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> - (Mothering Sunday)
5	<p>Key Question: 1.8 Living How should we care for others and the world, and why does it matter?</p> <p>Lesson Outline: Explore stories from the bible about friendship and caring for others and how these show ideas about good and bad, right and wrong.</p> <p>1.4 What can we learn from sacred books?</p> <p>Lesson Outline: Explore stories from sacred text, the Tenakh, which teach about God looking after his people.</p> <ul style="list-style-type: none"> - Joseph and his Brothers. 	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <p>Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <ul style="list-style-type: none"> • For example, from Easter: <ul style="list-style-type: none"> o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. o Explore feelings of Jesus and disciples. <ul style="list-style-type: none"> - The Easter Story
6	<p>Key Question: 1.8 Living How should we care for others and the world, and why does it matter?</p> <p>Lesson Outline: Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden).</p> <p>Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of Tikkun Olam (repairing the world) and Tu B'Shevat (new year for trees).</p>	<p>Key Question: 1.6 Expressing How and why do we celebrate special and sacred times?</p> <p>Lesson Outline: Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <p>Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.</p> <ul style="list-style-type: none"> - How Christians Celebrate Easter
Lesson	Summer 1	Summer 2
1	Key Question: 1.2 Believing Who is a Muslim and what do they believe?	Key Question 1.8 Living How should we care for others, and the world and why does it matter? (Muslim)

	<p>Lesson Outline: Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an.</p> <p>1.4 What can we learn from sacred books.</p> <p>Lesson Outline Introduce a sacred text for Muslims – Holy Qur'an.</p> <ul style="list-style-type: none"> Investigate how these books are used and treated – Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. 	The mosque
2	<p>Key Question 1.2 Believing</p> <p>Lesson Outline: Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?</p> <p>Key Question 1.6 Expressing</p> <p>Lesson Outline: Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</p>	<p>Key Question 1.8 Living How should we care for others, and the world and why does it matter? (Muslim)</p> <p><i>Compare the interiors of a mosque and a church</i></p>
3	<p>Key Question: 1.2 Believing Who is a Muslim and what do they believe?</p> <p>Lesson Outline: Identify the objects that are most precious to them. Why are they precious? How does it show?</p> <ul style="list-style-type: none"> Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? 	<p>Key Question 1.8 Living How should we care for others, and the world and why does it matter? (Muslim)</p> <p><i>Wudu</i></p>
4	<p>Key Question 1.2 Believing</p> <p>Lesson Outline: Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'.</p>	<p>Key Question 1.8 Living How should we care for others, and the world and why does it matter? (Muslim)</p> <p><i>How does praying regularly help a Muslim in his everyday life?</i></p>
5	<p>Key Question 1.4 Believing</p> <p>Lesson Outline: Explore stories about Prophet Muhammad (e.g. 'Muhammad and the hungry stranger', 'The thirsty camel', 'The sleeping cat', 'Muhammad and Bilal', 'Muhammad and the rebuilding of the Ka'aba').</p>	<p>Key Question 1.8 Living How should we care for others, and the world and why does it matter? (Muslim)</p> <p>Hajj</p>
6	<p>Key Question 1.8 Living How should we care for others and the world and why does it matter?</p> <p>Lesson Outline: Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism.</p> <p>- Introduce the Five Pillars of Islam</p>	<p>Key Question 1.8 Living How should we care for others, and the world and why does it matter? (Muslim)</p>

Year 3

Lesson	Autumn 1 –	Autumn 2 –
1	Key Question 2.1 Believing What do different people believe about God? (Sikhs) Belonging to a community	L2.5 Expressing Why are festivals important to religious communities? Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. - Remembrance
2	Key Question 2.1 Believing What do different people believe about God? (Sikhs) Introduction to Guru Nanak and Sikhism	L2.5 Expressing Why are festivals important to religious communities? Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? - Diwali
3	Key Question 2.1 Believing What do different people believe about God? (Sikhs) Sikh vows – how they live their lives.	Langar Meal
4	L2.5 Expressing Why are festivals important to religious communities? Baisakhi	Advent Candle
5	L2.5 Expressing Why are festivals important to religious communities? The Gurdwara	L2.5 Expressing Why are festivals important to religious communities? Consider questions about the role of festivals in the life of Britain today: Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? - Papa Panov - The Real Meaning of Christmas
6	L2.5 Expressing Why are festivals important to religious communities? The Guru Granth Sahib	The Shepherd's Story
Lesson	Spring 1 –	Spring 2 –
1	Believing 2:1 What do different people believe about God? Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g., Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); (Also include the Creation Story.)	Expressing L2.5 Why are festivals important to religious communities? Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. - Lent Jesus in the desert
2	Believing L2.2 Why is the Bible important for Christians Today? • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too). Talk about sources	Expressing L2.5 Why are festivals important to religious communities? Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Birthdays, Christenings, Deaths, Weddings.

	<p>of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians.</p> <ul style="list-style-type: none"> - Our Guiding Lights 	
3	<p>Believing L2.2 Why is the Bible important for Christians Today? Look at some examples of how Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things and the difficult things people might find from trying to follow this book in day-to-day life?</p> <p>Believing 2:1 What do different people believe about God? Explore the influence believing in God has on the lives of believers.</p>	<p>Expressing L2.5 Why are festivals important to religious communities? Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</p> <ul style="list-style-type: none"> - Compare religious and non religious celebrations. How do they differ?
4	<p>L2.1 What do different people believe about God? Talk about ways in which we exercise trust and faith in our everyday lives.</p> <ul style="list-style-type: none"> • Find some examples of how we know about something we have not seen or experienced for ourselves. <p>Introduce the miracles that Jesus performed. How people put their trust and faith in him to help them. (The Blind Begger)</p>	<p>Expressing L2.5 Why are festivals important to religious communities? Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.</p> <ul style="list-style-type: none"> - Mothering Sunday <p>OR</p> <p>Expressing L2.5 Why are festivals important to religious communities? Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.</p> <ul style="list-style-type: none"> - Pesach / Passover
5	<p>Talk about ways in which we exercise trust and faith in our everyday lives.</p> <ul style="list-style-type: none"> • Find some examples of how we know about something we have not seen or experienced for ourselves. <p>Introduce the miracles that Jesus performed. How people put their trust and faith in him to help them. (The Paralysed Man)</p>	<p>Expressing L2.5 Why are festivals important to religious communities? Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.</p>
6	<p>Believing L2.2 Why is the Bible important for Christians Today? Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.</p> <p>Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called</p>	<p>Expressing L2.5 Why are festivals important to religious communities? Week 2 Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.</p> <ul style="list-style-type: none"> - <u>Pentecost</u>

	'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them.	
Lesson	Summer 1	Summer 2
1	L2.7 What does it mean to be a Christian in Britain today? Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?	L2.10 What does it mean to be a Buddhist in Britain Today? Tell the story of the life of the Buddha with focus on the Four Sights. - Illness, Old Age, Death and Happiness.
2	L2.7 What does it mean to be a Christian in Britain today? Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.	L2.10 What does it mean to be a Buddhist in Britain Today? Explore what suffering there is in the world and why people suffer. Consider the relevance of the Four Truths. All human life involves suffering. The root of suffering is craving. Learn to be content – nirvana. Follow the Eightfold Path. Discuss whether meditating and being free from craving reduces suffering.
3	L2.7 What does it mean to be a Christian in Britain today? Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?	L2.10 What does it mean to be a Buddhist in Britain Today? Follow the Eightfold Path Right views, thoughts, speech, action, livelihood, effort, mindfulness, concentration.
4	Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. - William and Catherine Booth – The Salvation Army	L2.10 What does it mean to be a Buddhist in Britain Today? Find out about how Buddhists show their faith within their families. What objects might you find in a Buddhist home and why. Learn about the Buddhist shrine and what it signifies. The Buddha image, the candles, incense, flowers.
5	L2.1 What do different people believe about God? Explore how ideas about God are shown in stories/narratives: E.g. encounters which help believers to understand God's relationship with people e.g., Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9–	L2.10 What does it mean to be a Buddhist in Britain Today? Learn about the life of a monk. Look at some of the rules they keep, such as not using money, not eating after midday, shaving their heads, and wearing a robe. Not having children, living only on food which has been given to them. Think about what you would find rewarding and challenging about being a monk in Britain today.

	11); Pentecost (Acts 2. 1–21) and Paul's conversion (Acts 9. 1–19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11–32). - The Prodigal Son	
6	L2.1 What do different people believe about God? Express their own ideas about God through Art.	L2.10 What does it mean to be a Buddhist in Britain Today? Learn about how and why British Buddhists celebrate the festival of Wesak (the anniversary of Buddhas's birth, Enlightenment and Final Passing).

Year 4

Lesson	1. Autumn 1 –	Autumn 2 –
1	1. Key Question L2.3: Why is Jesus inspiring to some people? 2. Lesson outline: Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. Explore creatively some words and actions of Jesus which continue to inspire Christians today. Read the Sower and the Seeds, discuss how this story is inspiring.	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: Find out about the impact that believing in Jesus can have on a Christian's life. Prayer and place of worship.
2	1. Key Question L2.3: Why is Jesus inspiring to some people? 2. Lesson outline: Discuss the events of Holy Week and Easter to find out why Jesus is so important to Christians today. Palm Sunday, discuss Palm Sunday and what it means to Christians.	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him. Read about the fruits of the spirit.
3	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: Discuss the events of Holy Week and Easter to find out why Jesus is so important to Christians today. Maundy Thursday – what does this day mean to Christians.	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: What do Christians feel is important to them? Talk about values inspired by Jesus. love, sacrifice, fairness.
4	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: Discuss the events of Holy Week and Easter to find out why Jesus is so important to Christians today. Carrying on with the events of the Easter story, talk about Good Friday and why the events of this would be inspirational to Christians. Why do Christians call Good Friday 'good'?	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: What do Christians feel is important to them? Talk about values inspired by Jesus. love, sacrifice, fairness. Recap last lesson, comparing these with what children believe to be most important to them.
5	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: Discuss the events of Holy Week and Easter to find out why Jesus is so important to Christians today. Easter Sunday.	
6	Key Question L2.3: Why is Jesus inspiring to some people? Lesson outline: Retell the events of Holy week and discuss why these events are so important.	
Lesson	Spring 1 –	Spring 2 -
1	Key Question L2.5: Why are festivals important to religious communities? Lesson outline: Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Christening – Family weddings, Christmas and new year.	Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Lesson outline: Talk to the children about metaphors: Life is a journey. What does this mean? What are the significant milestones of this journey?
2	Key Question L2.5: Why are festivals important to religious communities? Lesson outline: Consider the meanings of the stories behind key religious festivals. Diwali – What is this celebration and why is it important to the Hindu community. How is this similar to a Christian celebration?	Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Lesson outline: Values and meaning of ceremonies that mark milestones in our lives as we grow up. Baptism (Christian) Bar/Bat mitzvah (Jewish) Sacred thread ceremony (Hinduism)

3	Key Question L2.5: Why are festivals important to religious communities? Lesson outline: Consider the meanings of the stories behind key religious festivals. Rosh Hashana – What is this celebration and why is it important to the Jewish community. How is this similar to a Christian celebration?	Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Lesson outline: Explore the symbols and rituals used and the promises made. Do non-religious people e.g., Humanists mark these moments?
4	Key Question L2.5: Why are festivals important to religious communities? Lesson outline: Think about similarities and differences between the way festivals are celebrated within different Christian traditions. Look at how festivals are celebrated at home and in places of worship? (Christmas/Easter)	Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Lesson outline: Rank, sort and order some different commitments held by believers in different religions – and by the children themselves.
5	Key Question L2.5: Why are festivals important to religious communities? Lesson outline: Ask questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Recall the festivals of Diwali and Easter. Discuss the deeper meaning and compare the similarities as to why these festivals are so important.	Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Lesson outline: Think about the meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important?
6	Key Question L2.5: Why are festivals important to religious communities? Lesson outline: Consider questions about the role of festivals in the life of Britain today: Is Comic Relief Day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?	Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Lesson outline: Children to reflect on their own ideas about belonging and beliefs.
Lesson	Summer 1	Summer 2
1	Key Question L2.8 What does it mean to be a Hindu in Britain today? Lesson outline: Find out about how Hindus show their faith within their families. (Sanatana Dharma – RE calls this Hinduism) Traditions – Eternal way.	Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Lesson outline: Explore teachings which act as guides for living within Judaism and Christianity. Look at the Ten Commandments. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living?
2	Key Question L2.8 What does it mean to be a Hindu in Britain today? Lesson outline: What objects might you find in a Hindu's home and why? The family shrine, murtis, statues and pictures, puja tray. What do these represent.	Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Lesson outline: Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad.
3	Key Question L2.8 What does it mean to be a Hindu in Britain today? Lesson outline: What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple	Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Lesson outline: Talk about how children learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is.
4	Key Question L2.8 What does it mean to be a Hindu in Britain today? Lesson outline: Explore Hindu ideas about the four aims of life.	Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Lesson outline: Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance?
5	Key Question L2.8 What does it mean to be a Hindu in Britain today? Lesson outline: Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma.	Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Lesson outline: Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others where they are a bit less clear. Do you think it would be easier for a religious believer to make these choices?

6	Key Question L2.8 What does it mean to be a Hindu in Britain today? Lesson outline: Explore what Hindus do to show their tradition within their faith communities. What do they do together and why?	Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Lesson outline: Explore the lives of some inspirational religious individuals - Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. Reflect on the value of love, forgiveness, honesty, kindness, generosity in our lives.
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Year 5

Lesson	Autumn 1 –	Autumn 2 –
1	Key Question – 2.2.1 Why do some people believe God Exists? Lesson outline: Find out how many people in the local area believe in God, learn the word Theist, Atheist and Agnostic	Key Question – 2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 st Century) Lesson Outline: Build on learning from 2.2 and explore Jesus’ teachings and how they inspire Christians today. How do Jesus’ values benefit today’s world, particularly the school community
2	Lesson outline: Find out how many people in the local area believe in God, learn the word Theist, Atheist and Agnostic	Lesson outline: LOVE, use Jesus’ stories, teaching and examples to understand what Christians believe he meant by loving others. Explore The Lost Son Luke 15:11-32 and Corinthians 13:4-7
3	Lesson outline: Explore some of the names of God and metaphors for God in the Bible. Eg, Father, Spirit Eternal, Almighty, Shepherd etc	Lesson Outline: FORGIVENESS, The parable of the unforgiving Servant
4	Lesson Outline: Consider the Genesis story and the account of creation.	Lesson Outline: JUSTICE AND FAIRNESS, Christians believe we should treat each other with fairness. The sheep and the goats Matthew 25: 31-46. Not just speaking about justice and fairness but actually practising
5	Lesson outline: Find out about Christians who are also scientists and explore theories about the creation of the universe	Lesson Outline: GENEROSITY AND NOT BEING GREEDY, Explore and understand the way in which Christians believe we should handle wealth – The Vineyard workers
6	Lesson Outline: Explore what impact believing in God might make on the way someone lives their life.	Lesson Outline: Devise some moral dilemmas and ask the pupils’ What would Jesus do? Reflect on and discuss what impact following Jesus’ teachings have on our local community / world
Lesson	Spring 1 –	Spring 2 -
1	Key Questions – 2.4 If God is everywhere, why go to a place of worship? Lesson Outline: What is a place of worship? Explore different features of places of worship. For example, the differences between Anglican and Baptist churches, Orthodox and a Reform Synagogue	Key Question – 2.2 If God is everywhere, why go to a place of worship? Lesson Outline: Look at the Western Wall in Jerusalem. What does this Wall mean for Jews today
2	Lesson Outline: Explore what Pilgrimage is and how it is seen as a wider part of worship. Why do Christians go to Lourdes	Lesson Outline: Learn about the destruction of the Jewish Temple, the “House of God” in 70CE, Find out what purpose modern Synagogues serve in the absence of a “House of God”
3	Lesson Outline: Look at The Haj and what it means to Muslims	Lesson Outline: Consider the definitions of “Synagogue” = “The House of Assembly” = A Place to get together” Also a School = A place to learn. Through discussion answer the key question
4	Lesson Outline: Do some religions have a shrine. Hindus have to be seen by the Deity worshipping at a particular shrine. Does this mean that God is concentrated more in that place? Focus on The Hindu Shrine	Lesson Outline: What different ways are there to worship within Christianity? Reflect on why some Christians go to Church and why some meet in a school or home or within the Community therefore “why do some Christians worship in different ways”
5	Lesson Outline: The Jewish Shrine	

6	Lesson Outline: Can pupils talk about a place where people may say God is more present. What is special about these places	
Lesson	Summer1	Summer 2
1	Key Questions – 2.6 What does it mean to be a Muslim in Britain today? Lesson outline: Recap what pupils already know about Islam. How many Muslims do they think are in Britain today Explore The Five Pillars of Islam	Key Questions – 2.6 What does it mean to be a Muslim in Britain today? Lesson Outline: Think and consider the value and challenge for Muslims following the Five Pillars.
2	Lesson Outline: Explore Shahadah, Belief in one God	Lesson Outline: Islamic Art – make links with belief in Tawhid through art looking at shape, pattern and calligraphy.
3	Lesson Outline: Explore Salah, Daily Prayer	Lesson Outline: Consider the importance of The Holy Qur’an for Muslims and how is it treated.
4	Lesson Outline: Explore Sawm, Fasting	Lesson Outline: Share some examples of teaching through stories
5	Lesson Outline: Explore Hajj, Pilgrimage,	Lesson Outline: Investigate the design and purpose of a Mosque
6	Lesson Outline: Explore Zakat, Giving	

Year 6

Lesson	Autumn 1 –	Autumn 2 –
1	Key Question: 2.3 -What do religions say to us when life gets hard? Lesson outline: Life after death – Christian funerals	Key Question: 2.3 -What do religions say to us when life gets hard?
2	Key Question: 2.3 -What do religions say to us when life gets hard? Lesson outline: Life after death – Islamic views	Key Question: 2.3 -What do religions say to us when life gets hard?
3	Key Question: 2.3 -What do religions say to us when life gets hard? Lesson outline: Life after death – Hindu beliefs	Key Question: 2.3 -What do religions say to us when life gets hard?
4	Key Question: 2.3 -What do religions say to us when life gets hard? Lesson outline: Life after death – Non-religious views	Key Question: 2.3 -What do religions say to us when life gets hard?
5	Key Question: 2.3 -What do religions say to us when life gets hard?	
6	Key Question: 2.3 -What do religions say to us when life gets hard?	
Lesson	Spring 1 –	Spring 2 -
1	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: How and why does Christian Aid try to change the world?
2	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?
3	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: Muslim calligraphy, painting and poetry: what is inspiring	
4	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?	

5	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: Can a Christian place of worship be a building for the 'glory of God'? What does this mean?	
6	Key Question: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Lesson outline: How and why do Muslim charities try to change the world?	
Lesson	Summer 1	Summer 2
1	Key question: 2.7 What matters most to Christians and to Humanists? Lesson outline: Do rules matter? Why? What is a code for living?	Key question : 2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? Lesson outline: To discuss what it means for Hindus, Muslims and Christians to commit to key beliefs
2	Key question: 2.7 What matters most to Christians and to Humanists? Lesson outline: Who is a humanist? What codes for living do non-religious people use?	Key question : 2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? Lesson outline: To explore how Muslim people build their community, the Ummah, by following their Prophet
3	Key question: 2.7 What matters most to Christians and to Humanists? Lesson outline: What codes for living do Christians try to follow?	Key question : 2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? Lesson outline: To find out how it feels to be a part of the Muslim Ummah and what difference it makes.
4	Key question: 2.7 What matters most to Christians and to Humanists? Lesson outline: What can we learn from a Values Game	Key question : 2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? Lesson outline: To explore What harmlessness means in the Hindu religion
5	Key question: 2.7 What matters most to Christians and to Humanists? Lesson outline: Peace: is it more valuable than any money?	Key question : 2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? Lesson outline: To find out how Hindus show their commitment to ahimsa through acts of service or sewa.
6	Key question: 2.7 What matters most to Christians and to Humanists? Lesson outline: Can we create a code for living that would help the world	Key question : 2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? Lesson outline: To discuss what Jesus taught about God's grace and forgiveness