

# God strand

Foundation Stage	KS1	Lower KS2	Upper KS2	Upper KS2
Unit F1 - Why is the word God special for Christians.	Unit 1.3 What do Christians believe God is like? (God)	Unit L2.2 What is like for someone to follow God? (People of God)	Unit U2.1 What does it mean for Christians to believe that God is loving and holy? (God)	Unit U2 11 Why do some people believe in God and some not?
<p>Learning outcomes: Plan learning experiences that enable children to ...</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Retell stories, talking about what they say about the world, God, human beings.</p> <p>Think about the wonders of the world, expressing ideas and feelings.</p> <p>Say how and when Christians like to thank their Creator.</p> <p>Talk about what people do to mess up the world and what people do to look after it.</p> <div data-bbox="98 1142 416 1326" style="background-color: #f8d7da; padding: 5px; margin-top: 10px;"> <p><i>Colour key:</i>  <b>Making sense</b>  <b>Understanding impact</b>  <b>Making connections</b></p> </div>	<p>Learning outcomes :</p> <p><b>Make sense of belief:</b> Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a loving Father. Give clear, simple accounts of what the story means to Christians.</p> <p><b>Understand the impact:</b> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back, by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).</p> <p><b>Make connections:</b> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make.</p>	<p>Learning outcomes:</p> <p><b>Make sense of belief:</b> Make clear links between the story of Noah and the idea of the covenant.</p> <p><b>Understand the impact:</b> Make simple links between the promises in the story of Noah and the promises that Christians make at a wedding ceremony.</p> <p><b>Make connections:</b> Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Learning outcomes:</p> <p><b>Make sense of belief:</b> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p><b>Understand the impact:</b> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship</p> <p><b>Make connections:</b> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Learning outcomes</p> <p><b>Make sense of belief:</b> Define the terms theist, atheist and agnostic, and give examples of statements that reflect these beliefs. Explain and identify what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of why people do or do not believe in God.</p> <p><b>Understand the impact:</b> Make clear connections between what people believe about God and the impact of this on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</p> <p><b>Make connections:</b> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, atheism and agnosticism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning.</p>

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