

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY GOD WHAT IS THE STORY?	TIER 2 (Academic): Treasured, guidance, comfort, encouragement, theology, unfinished, accounts, texts, creatively, express, reflect. TIER 3 (Subject specific RE words): Bible, biblical, Prophets, 'Good News', Old Testament, New Testament, Gospel, and Incarnation.	Visit to a local church to examine different Bibles and speak with clergy about the 'Big Story.'
PRIOR LEARNING	EYFS – The Bible is the special book for Christians, What can we learn from Jesus' stories/Who cares for this special world? Y1/Y2 – The stories of Christmas and Easter from the New Testament (Gospels), That Jesus is God in 'human form' (incarnate) and is called 'Saviour' by Christians.	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What is the Bible? Where do stories we know 'fit'?	Is the Bible one story or many stories?	Why is the Bible so special for Christians? Why is the Big Story so important?	What does the Bible teach about faith?	Are words more important than actions? What difference do words from the Bible make to how Christians live?	How can we express our own ideas about the Bible's 'Big Story'?
LENS	Believing	Believing	Believing	Believing	Thinking & Living	Believing
RELIGIOUS CONCEPT	God	God	God	God	God	God
LEARNING OBJECTIVES	To understand that the Bible is a treasured collection of many different 'books'. To categorize familiar biblical stories into the Old and New Testaments.	To learn that the Bible tells the big story of God and his people. To understand that Christians view it as one big (unfinished!) story.	Understand that the stories of Jesus' birth, life, death, and resurrection are at the centre of this big story. Explore the Bible as a source of guidance/comfort.	To explore key examples of faith within the Bible. To make links between events in the Old and New Testament.	To evaluate the debate between words and actions. To examine how biblical words translate into lived Christian actions today.	To reflect on the unit's learning. To creatively express personal ideas about the Bible's 'Big Story' and where these ideas originate.
ACTIVITY	Children explore physical Bibles. They sort visual story cards of familiar accounts onto a large visual timeline split into 'Old and New Testament T	Create a whole-class "Big Story" frieze. Children illustrate key marker points of the biblical narrative. Emphasise that Christians believe the story is ongoing.	Carousel activity – children rotate through stations (Psalms, Proverbs, Gospels) and match scenario cards (e.g., "Someone is feeling scared") to helpful texts.	Children investigate figures from both testaments and create a 'trading card' detailing how they showed faith in God.	Introduce a Christian charity. Look at their mission statement alongside a Bible verse. Hold a class debate on whether actions or words are more important.	Children use a choice of media (paint, clay, poetry) to creatively respond to the 'Big Story'. They write an "Artist Statement" explaining their piece and links to learning.

ASSESSMENT	Can children accurately place a familiar story in the correct Testament and explain that the Bible is a library of books?	Observation of children making connections between different stories to form a single timeline.	Can the pupil explain how a Christian might use the Bible in a difficult time?	Children' ability to articulate what 'faith' means in the context of their chosen biblical figure.	Children' ability to draw a direct line between a specific biblical teaching and a modern Christian practice.	Evaluation of the pupil's ability to articulate theological concepts through their creative response and explanation.
EXPECTED OUTCOMES	Suggest why different parts of the Bible might be important to Christians, making links from their learning to explain their reasons. Make links between the 'Big Story' and some things that Christians believe. Consider why the Easter or Christmas accounts, or stories about Jesus, might be considered most important to Christians. Describe how people show their ideas about God or the Bible using their creativity. Make links between words from the Bible and how different Christians choose to live (as individuals and as part of a community). Make links between their ideas and other people's, AND reflect on and creatively respond to the 'Big Story' of the Bible, explaining their thinking.					
HIGHER ORDER QUESTIONS	Why do you think the Bible is split into two Testaments instead of just being one long chapter?	How can a book written by many different people over thousands of years tell one single story?	Why do Christians consider the events of Jesus' life to be the very centre of the 'Big Story'?	Is having faith just about what you believe in your head, or does it require action?	If a Christian never read the Bible but always helped others, are they still part of the 'Big Story'?	How does your creative piece show that the biblical story is 'unfinished'?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	What makes a book holy? When will the 'Big Story' end? How does a book provide comfort? Can you have faith without knowing the whole story? How do old words change the modern world? What is my part in the Big Story?					
INCLUSION & ADAPTATION	Provide large visual prompts for story cards and pair children with a peer model for the sorting activity.	Use pre-drawn timeline templates where children sequence pre-cut images rather than drawing from scratch.	Role-play the scenario cards verbally with adult support before attempting to match them to text.	Focus on a single, highly visual story of faith (e.g., Daniel in the Lion's Den) using a video or storybook.	Use concrete examples of actions (e.g., sharing a toy) and link them to a biblical rule or school value (eg.kindness).	Provide structured creative options, such as coloring a stained-glass template or using playdough with specific prompts.
GREATER DEPTH	Challenge children to explain why a specific story eg. Christmas sits in the New Testament rather than the Old.	Have children write a short reflection on what it means for a story to be "unfinished".	Ask children to draft their own modern-day 'Proverb' or 'Psalm' that might offer encouragement.	Have children compare an Old Testament figure's faith with a New Testament figure's faith.	Research a specific Christian changemaker and present how the 'Big Story' drove their historical actions.	Curate a class exhibition, designing the gallery tour and explaining thematic links between artworks.