

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY PEOPLE OF GOD WHAT MAKES AN OLD TESTAMENT HERO?	TIER 2 (Academic): Trust, believe, action, promise, doubt, courage, challenge, impact, substance, evidence, confidence, assurance, response. TIER 3 (Subject specific RE words): Faith, Hebrews, Covenant, Disciple, Centurion, Charity, Vocation, Miracle, Salvation, Genesis, Gospel.	Invite a representative from a local Christian charity (e.g., a foodbank coordinator, a street pastor, or a Salvation Army officer) to speak to the class about how their faith directly motivates their community work.
PRIOR LEARNING	Y2 – What does the 'Light of the World' mean? Y3 – What kind of world does God want? Y3 – Words and actions – which are most important? Major world faiths – Judaism, Islam and Hinduism	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What is faith?	How did Abraham show faith in God?	What did Jesus teach about faith?	What happens when faith wavers?	How does faith inspire action today?	Where do people put their faith today?
LENS	Thinking	Thinking & Living	Believing	Believing & Living	Thinking & Living	Thinking & Living
RELIGIOUS CONCEPT	Faith / Belief	Obedience / Covenant	Authority / Miracle	Doubt / Courage	Vocation / Charity	Worldview / Reflection
LEARNING OBJECTIVES	To understand the Christian definition of faith using Hebrews 11.	To explore the story of Abraham's calling and his response of faith.	To understand the significance of the Centurion's faith in Matthew 8.	To explore the story of Peter walking on water and the concept of doubt.	To investigate how faith motivates Christians to help others.	To reflect on what it means to have faith in different contexts.
ACTIVITY	Unpack Hebrews 11:1. Create a physical 'faith bridge' using lolly sticks, writing things they hope for/trust in on the planks to symbolise "substance."	Read Genesis 12:1-4. Hot-seat Abraham leaving his home. Pack a 'faith suitcase' of what he took vs what he had to leave behind to trust God.	Read Matthew 8:5-13. Freeze-frame the interaction. Discuss and annotate why Jesus was "amazed" by the Centurion's faith.	Read Matthew 14:22-33. Create a 'wave graph' plotting Peter's levels of faith, fear, and doubt at different points in the text.	Research a Christian charity. Create an infographic linking their community work to James 2:17 ("faith without deeds is dead").	"Everyone has faith in something." Children design a personal 'shield of faith'.

ASSESSMENT	Can children define faith in their own words linked to the Bible verse?	Can children explain how Abraham's actions demonstrated his trust in God?	Evaluate children's understanding of the Centurion's trust in Jesus' authority.	Can children articulate the relationship between faith, fear, and doubt?	Can children link a Christian's beliefs directly to their charitable actions?	Assess children's ability to express personal views while respecting others' views.
EXPECTED OUTCOMES	Recall a biblical definition of faith and give examples of what it means to trust someone. Retell the story of Abraham's calling and identify how his actions showed faith in God. Explain why Jesus praised the Centurion's faith and what this teaches Christians. Describe a time when a biblical figure experienced doubt and how Jesus responded. Make links between Christian beliefs about faith and the actions of a modern Christian charity. Express a reasoned personal response to the concept of faith and its importance in human life.					
I WONDER QUESTIONS	Why is faith described as 'confidence' and 'assurance' rather than just a 'guess'?	Would Abraham's faith be considered foolish or brave by modern standards?	Why was the Centurion's faith so surprising to the people of that time?	Is doubt a failure of faith, or a normal step in growing closer to God?	If someone does good deeds without faith, is it the same as a Christian doing it?	Can a society function without any form of faith or trust in anything?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	Can you have faith without seeing any proof? Is it hard to keep faith when things go wrong? How does what you believe change the way you act? Is doubt the opposite of faith, or just a part of it?					
INCLUSION & ADAPTATION	Pre-cut sticks; visual matching cards of 'trust' and 'faith'.	Picture sorting of the Genesis story; peer support during role-play.	Comic strip sequencing of the Matthew 8 story to break down events.	Emotion face cards to match to different parts of Peter's story.	Provided fact sheets with key points highlighted to reduce cognitive load.	Scaffolded sentence starters (e.g., "I trust...", "Faith is important because...").
GREATER DEPTH	Compare Hebrews 11:1 with a secular dictionary definition of 'trust'.	Analyze the risks Abraham took; write a diary exploring his internal conflict.	Debate whether seeing a miracle is necessary for having faith.	Write a theological reflection on why Jesus allowed Peter to sink before saving him.	Compare James 2:17 with Ephesians 2:8-9 (faith vs works simplified debate).	Write a philosophical paragraph arguing for or against "Everyone has faith in something."