

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY PEOPLE OF GOD WHO ARE THE 'FEARLESS WOMEN OF FAITH'?	TIER 2 (Academic): Impact, Resonates, Evolved, Contribution, Representation, Community, Equality, Inspire, Legacy, Actions. TIER 3 (Subject specific RE words): Fearless, Compassionate, Ethical, Ordained, Social Justice (every human being deserves the full spectrum of political), Economic, Social Rights and Opportunities.	Virtual or physical gallery walk of classic and modern biblical art featuring women. "Hot-seating" experience where a local female community leader is interviewed by the class. Visit from a female vicar, ordained minister, or woman bishop from the local diocese.
PRIOR LEARNING	Y2 - Why are women so important in the Bible?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
ENQUIRY QUESTION	Who are the women in the Bible?	What makes a fearless compassionate woman of faith? Which story resonates with you most and why?	How have Women demonstrated the impact of their actions through their faith, both home and abroad?	What role do women play in the Church of England today? How has the role of women, in different Christian communities, evolved?
LENS	Believing	Believing & Thinking	Living	Believing & Thinking
RELIGIOUS CONCEPT	Kingdom of God / Christianity (People of God)	Kingdom of God / Christianity (People of God)	Kingdom of God / Christianity (People of God)	Kingdom of God / Christianity (People of God)
LEARNING OBJECTIVES	To identify key women in the Bible and understand their theological significance within the Christian narrative.	To philosophically reflect on the traits of compassion and fearlessness, and evaluate personal connections to biblical stories.	To examine how personal faith translates into societal impact and social justice globally and locally.	To understand the historical timeline of women's ordination and evaluate diverse perspectives on women's leadership in the Church.
ACTIVITY	Carousel activity: Children explore scripture passages (e.g., Ruth, Esther, Mary Magdalene, Mary Mother of Jesus). They create character profiles highlighting their faith and actions, discussing why their roles haven't always been highlighted.	Children compare a biblical woman with a modern woman of faith (e.g., Rosa Parks, Mother Teresa). They journal or debate which story resonates with them most and why, focusing on the concepts of being "fearless" and "compassionate".	Research task: Children investigate a modern charity or movement driven by Christian women (e.g., fighting for social justice, economic/social rights). They create a presentation showing the direct link between the women's beliefs and their actions.	Timeline creation: Children map the history of women in different Christian churches (Quakers/Methodists/URC) leading up to the 1994 ordination and 2014 Women Bishops in the Church of England. Hold a respectful

				class debate on differing community views.
ASSESSMENT	Formative assessment through observation of carousel discussions and accuracy of theological terms used in character profiles.	Formative assessment via journal entries: assessing the depth of personal reflection and logical reasoning connecting traits to faith.	Summative assessment of the research presentation: evaluating their ability to link religious belief to sociological action (Living lens).	Formative and summative assessment during the debate: checking substantive knowledge of dates/facts and ability to articulate differing viewpoints respectfully.
EXPECTED OUTCOMES	Explore ideas about the role of women in the church, expressing their understanding in theological terms Suggest what might happen as a result of their own and others' thinking about the role of women both past and present Suggest some ways in which different people might view the role of women Investigate the impact of beliefs for different people in different communities Ask and answer questions and present clearly their own views on the role of women in the church and in church communities while respectfully considering others' views			
HIGHER ORDER QUESTIONS	If the Bible was written predominantly by men, how did this influence the way women's stories were recorded or prioritised?	Is it possible to be fearless without being compassionate? How does faith bridge the gap between the two?	How do the actions of these women reflect the concept of the "Kingdom of God" here on Earth?	Why do you think it took until 2014 for the Church of England to agree to have Women Bishops?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	How can faith inspire fearless action in the face of adversity? Why has the role of women in history and religion sometimes been hidden, and how do we uncover it? What does true equality look like within a spiritual community? How does the concept of the "Kingdom of God" apply to social justice and gender today?			
INCLUSION & ADAPTATION	Provide visual aids and pre-highlighted biblical texts. Use drama/role-play to physically embody the stories instead of heavy reading.	Use sorting cards with images and simple definitions of "fearless" and "compassionate" to help frame their thoughts before journaling.	Provide guided research templates with specific, safe website links. Use sentence starters to help them explain the impact of beliefs.	Provide a timeline with missing gaps for them to fill in, rather than creating one from scratch. Model respectful dialogue frames.
GREATER DEPTH	Ask children to rewrite a well-known biblical event strictly from the perspective of a female bystander or participant, using theological vocabulary.	Children write a persuasive essay on how a specific woman's story can be used to solve a modern-day ethical dilemma.	Children design a social justice campaign based on the teachings of one of the fearless women studied, including a mission statement.	Children research and compare the CofE's timeline with another global Christian denomination (e.g., Catholicism or Orthodoxy) and evaluate the theological reasons for the differences.