

Year			
Reception	<ul style="list-style-type: none">Special People – What makes people special? Family, People at School, Role models, Jesus and Moses - Discovery REWhat is Christmas? Giving, Saying thank you, The Christmas Story. The Shepherds, the Wise men and Time to Celebrate - Discovery RE <p><u>INCARNATION</u> Why do Christians perform Nativity Plays? Understanding Christianity Teaching Pack</p>	<ul style="list-style-type: none">Celebrations – How do people celebrate? New Year, Chinese New Year, Persian New Year, Hindu Festival of Colour, Discovery REWhat is Easter? Signs of Spring, Springing into life, The Easter Story – the beginning, the middle and the end. Discovery RE <p><u>SALVATION</u> Why do Christians put a cross in an Easter garden? Understanding Christianity Teaching.</p>	<ul style="list-style-type: none">Story time – What can we learn from stories? The Hare and the Tortoise, The Boy who cried wolf, The Crocodile and the Priest (Sikh), the Lost Sheep, Discovery RESpecial places – what makes places special? Homes around the world, Changing rooms, The Church, The Synagogue, Discovery RE <p><u>GOD/CREATION</u> Why is the word God so important to Christians and Who made the world? Understanding Christianity</p>
Year 1	<p><u>GOD</u> What do Christians believe God is like? Outcomes: Identify what a parable is. Tell the story of The Lost Son and recognise the link of God as a forgiving Father. Give a clear account of what the story means to Christians. Give at least 2 examples of a way Christians show their belief in God as loving and forgiving eg by saying sorry. Give an example of how Christians put their belief into practise in worship. Think and talk about whether they have learnt anything from the story for themselves. Understanding Christianity Teaching Pack The Creation Story – Does God want Christians to look after the world? – Discovery RE</p> <p>-----</p> <p>The Christmas Story – what gift would I have given Jesus? Discovery RE <u>INCARNATION</u> Understanding Christianity Teaching Pack Why does Christmas matter to Christians? Outcomes: Give a clear, simple account of Jesus’ birth and why Jesus is so important to Christians and recognise that Incarnation is part of the ‘Big Story’ of the Bible. Recognise the link with Incarnation – Jesus is ‘God on earth.’ Recognise that stories of Jesus’ life come from the Gospels. Give 2 examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas in church and at home. Decide what they personally have to be thankful for at Christmas time.</p>	<p>What symbols can we find in our local church and what do they mean? Meaning of the term Church A community of believers The name given to a variety of buildings where Christians usually meet Worship may include: Reading the Bible, Listening to stories, Teaching, Singing, Prayer, Baptisms and Weddings Things found in my local churches – seats, fonts, altar etc People who have a special role in the church Symbols in the Church...cross, colours, water and candles</p> <p>Jesus as a friend? Was it always easy for Jesus to show friendship? Discovery RE</p> <p>Easter – Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday – Discovery RE</p>	<p><u>JUDAISM</u> Shabbat – Is Shabbat important to Jewish children? Discovery RE Chanukah – does celebrating Chanukah make Jewish children feel close to God? Discovery RE The People & The Land <u>Family Life</u> Shabbat <u>Jewish belief about G-d</u> G-d is One, good G-d is creator G-d cares for all people <u>Belief exemplified through:</u> The Shema, mezuzah, tefillin, tzizit, the first of 5 commandments, prayer, psalms and songs, stories, wearing of kippah and tallit. <u>Festivals and celebrations</u> Pesach, Shavuot and Sukkot. <u>Worship and the community</u> The synagogue: the community centre; place of prayer and study; its main features and components; historical developments, the role of the Rabbi.</p> <p>Exploring the Holy Spirit – Whole School Pentecost theme week</p>
Year 2	<p><u>CREATION</u> Who made the world? Outcomes: Retell Creation Story – Genesis 1:1 – 2.3 Recognise ‘Creation is the beginning of the ‘big story’ of the bible. Say what the story tells Christians about God, Creation and the World. Give at least one example of what Christians do to say thank you to God for Creation and two examples of what they do to look after the world for God. Think Talk and ask questions about living in an amazing world. Understanding Christianity Teaching Pack</p> <p>What did Jesus teach? – is it possible to be kind to everyone all the time? Discovery RE</p> <p>Christmas – Why did God give Jesus to the world? Discovery RE</p>	<p><u>GOSPEL</u> What is the good news that Jesus brings? Outcomes: Tell stories from the Bible that link with a concept of ‘Gospel’ or Good News. Give clear, simple accounts of what specific Bible texts (Matthew the Tax collector) mean to Christians. Recognise that Jesus gives instructions for people about how to behave. Give at least two examples of ways in which Christians follow the teachings studies about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put their beliefs in to practice in the Church community and their own lives eg charity, confession, prayer and saying thank you. Think, talk and question about whether Jesus is only good news for Christians or if there are things for anyone to learn exploring different ideas Understanding Christianity Teaching Pack Is it true that Jesus came back to life again? The Temptations and the Easter story – What does temptation mean? Discovery RE <u>SALVATION</u> Why does Easter matter to Christians? Outcomes: Recognise that Incarnation and Salvation are all part of a ‘big story’ in the Bible. Tell stories of Holy Week and Easter recognising the idea of salvation – Jesus rescuing people. Recognise that Jesus gives instructions on how to behave. Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in Church worship at Easter. Think, talk and ask questions about whether or not the story of Easter has anything to say to them about sadness, hope or heaven or forgiveness. Understanding Christianity Teaching Pack</p>	<p><u>JUDAISM</u> The Covenant – how special is the relationship Jews have with God? Rites of passage and good works – how does a Jew show commitment to God? Passover – how important is it for Jewish people to do what God asks them to do? Why is the Torah so important to the Jews? The Torah <u>The Tenakh</u> Torah, Nevi’im and Ketuvim G-d giving the Torah at mount Sinai and how different traditions understand the origins and nature of the Torah <u>Stories</u> The Creation The Patriarchs Moses <u>Study of the Torah</u> Reading of the weekly portion The annual cycle of readings Regular Torah study Simchat Torah <u>Respect and honour for the torah and G-d’s name</u></p> <p>Exploring the Holy Spirit – Whole School Pentecost theme week</p>

Year 3	<p><u>HINDUISM</u></p> <p>Would celebrating Divali at home and in the Community bring a feeling of belonging to a Hindu child? Discovery RE</p> <p>What are the important Hindu festivals and how are they celebrated?</p> <p><u>Festivals</u> Divali, Vijay Dashami, Holi, Raksha Bandhan and the giving of rachis, the birthdays of Rama and Sita. Festival food <u>Puja in the home</u> The Shrine The Arti ceremony Prashad</p> <p>What does it mean to be part of a Hindu family?</p> <p>Concepts, Truth and Values Devotion to God. Respect for Mother and mother Earth, Respect for Father and ancestors, respect and care for other people and all living things, the importance of honesty and truthfulness.</p> <p>Family community and traditions <u>Hindu Traditions</u> Originally an Indian religion Hindus live all over the world. Many Hindus are in the UK The importance of close contact between Hindus in UK and their families in India.</p>	<p><u>PEOPLE OF GOD</u></p> <p>What is it like to follow God?</p> <p>Outcomes: Make clear links between the story of Noah and the idea of a covenant. Make simple links between promises in the story of Noah and promises made at a Christian wedding ceremony. Make clear the links between the story of Abraham and the concept of faith.</p> <p>Understanding Christianity Lower KS2 unit</p> <p>Jesus the Teacher – Who is your neighbour?</p> <p>The parables and Jesus’ miracles – could Jesus really heal people or is there another explanation? Discovery RE</p> <p>Easter – forgiveness – what is good about ‘Good Friday’ Discovery RE</p>	<p><u>KINGDOM OF GOD</u></p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>Understanding Christianity Lower KS2 unit</p> <p>Whole School Pentecost theme week</p> <p><u>INCARNATION</u></p> <p>What is the Trinity?</p> <p>Outcomes: Identify the differences between a ‘Gospel’ which tells the story of the life and teaching of Jesus and a letter. Offer suggestions about what texts about Baptism and Trinity might men. Give examples of what texts might mean to some Christians today. Describe how Christians show their beliefs about God the trinity in worship eg baptism and prayer. Identify John 1 as part of a ‘Gospel’.</p> <p>Understanding Christianity Lower KS2 unit</p>
	<p>Christmas – Has Christmas lost its true meaning? Discovery RE</p>		
Year 4	<p><u>JUDAISM Discovery RE</u></p> <p>How special is the relationship Jews have with God?</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>What is the best way for a Jew to show commitment to God?</p> <p>Beliefs and practises – how special is the relationship Jews have with God?</p> <p>Passover - - how important is for Jewish people to do what God asks them to do?</p> <p>Rites of passage and good works – How do Jews show commitment to God?</p>	<p><u>SALVATION</u></p> <p>Why do Christians call the day that Jesus died Good Friday?</p> <p>Order Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘Big Story’. Offer suggestions about what the texts about Holy Week and Easter might mean for Christians. Make simple links between the texts and how Christians celebrate Easter in their church communities. Describe how Christians sow these links in worship.</p> <p>Understanding Christianity Lower KS2 unit</p> <p>Easter – Is forgiveness always possible? Discovery RE</p>	<p><u>GOSPEL</u></p> <p>What kind of world did Jesus want?</p> <p>Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of ‘Gospel’ (good news). Give examples of how Christians show love, including clergy and how they follow Jesus. Make links between Bible stories about love and charity in the world today. List two distinguishing features of a Parable – the Good Samaritan.</p> <p>Understanding Christianity Lower KS2 unit</p>
	<p><u>CREATION/FALL</u></p> <p>What do Christians learn from the Creation story?</p> <p>Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story.’ Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator eg care for the earth in a specific way. Ask questions and suggest answers about what might be important in the creation story for Christians and non-Christians. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</p> <p>Understanding Christianity Lower KS2 unit</p> <p>Exploring God – Is it possible to have heaven on earth?</p> <p>Do prayers make Christians feel closer to Go?</p> <p>God as a loving parent.</p> <p>Christmas – what is the most significant part of the nativity story today? Discovery RE</p>		<p><u>SIKHISM – COMPARATIVE FAITH</u></p> <p>The Amrit Ceremomy and the Khelsa – does joining the Khelsa make a person a better Sikh?</p> <p>Sharing and Community – do sikhs think it is important to share?</p> <p>Prayer and Worship – what is the best way for a Sikh to show commitment to God? Discovery RE</p> <p>What do Sikh’s believe in? Sikhs believe in One God who is + the Supreme Truth + the Ultimate Reality + the Creator of all things Gurbani (teachings of the Gurus) The lives and teachings of the ten Gurus How do Sikh’s worship? - Gurdwara A place of Sikh worship, which extends a welcome to men and women of all races and creeds Features include + congregation/community (sangat) + common meal (langar) The Golden Temple The Five K’s (obligatory for members of the Khalsa) Kesh, KanghKara, Kachera, Kirpan</p>

Year 5	<p>Places of Worship – Do you think it is easy for people to pray? If you could meet God face to face what would you ask Him? Discovery RE</p> <p><u>GOD</u> What does it mean if God is holy and loving? Understanding Christianity upper KS2 Unit</p> <p><u>INCARNATION</u> Was Jesus the Messiah? Understanding Christianity upper KS2 Unit</p>	<p><u>PEOPLE OF GOD</u> How can following God bring freedom and justice? Outcomes: explain connections between story of Moses and concept of freedom and salvation using theological terms. Make clear connections between Bible texts and what Christians believe about the people of god and how they should behave. How do some Christians put into practise their belief in trying to bring freedom to others. Identify ideas about freedom and justice and how the Bible inspires Christians. The Five marks of Missions; issues of justice.</p> <p>Understanding Christianity upper KS2 Unit</p> <p><u>SALVATION</u> What did Jesus do to save human beings? Explain the place of Incarnation and Salvation within the Big Story. Explain Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between the concept of resurrection and hope in life after death for Christians.</p> <p>Understanding Christianity upper KS2 Unit</p> <p>Jesus the Leader – Which people would make good disciples today? What qualities does a leader need? INSPIRE</p>	<p><u>ISLAM</u> - COMPARATIVE Prayer and worship – What is the best way for a Muslim to show commitment to God? Beliefs and moral values – Does belief in Akhirah (life after death) help Muslims lead good lives. Discovery RE <u>Imam (Faith)</u> Six articles of faith belief in: The unity of God The angels (messengers)of God The Books of God especially the Qur'an The prophets of God, especially Muhammad The Day of Judgement The supremacy of God's will Ibadah (Worship & Belief in action) The five Pillars of Islam <u>Sawn:</u> such as Ramadan and Eid. <u>Haji.</u> Why are the stories of the Prophets so important to Muslims? <u>Qur'an</u> Sunnah – the custom and practice of the prophet Muhammed Hadith-the record of the sayings and actions of the Prophet Muhammed.</p> <p><u>Books of Guidance.</u> Muslims recognise that God has given other books such as the scrolls of Ibrahim, Tawreh (Torah), Zabur (The Book of the Psalms) and Injil (Gospel)</p> <p><u>Messengers of Allah</u> The prophet Muhammed-his key role as the final Prophet and recipient of the final Divine revelation in the Arabic language Other prophets associated with books of guidance, e.g. Ibrahim, Musa, Dawud and isa.</p>
Year 6	<p><u>CREATION</u> Creation and science conflicting or complementary? Identify the importance of Creation in the Big Story for Christians. Compare ideas with the way Christians interpret Genesis 1. Show understanding of why many Christians find faith and science go together. Understand Christians belief in God as Creator from Genesis. Understanding Christianity upper KS2 Unit</p> <p><u>GOSPEL</u> What would Jesus do? Outcomes – make clear connections between Bible texts , Jesus, ‘Good News’, show how Christians interpret the Bible. Relate Gospel ideas to how they live their life. Understanding Christianity upper KS2 Unit</p>	<p><u>KINGDOM OF GOD</u> What kind of king is Jesus? Outcomes: Make clear connections between how Christians put their belief into practice in different ways including worship and service to the community, receiving and practising forgiveness. Able to consider possible meanings for Biblical texts. Understanding Christianity upper KS2 Unit</p> <p><u>SALVATION</u> What difference does the resurrection make for Christians? Outcomes: outline the Big Story in the Bible explaining how Incarnation and Salvation fit in. Explain what Christians mean when the say Jesus was a ‘sacrifice.’ Suggest meanings for Jesus’ death, resurrection, comparing ideas and ways in which Christians interpret the text. Explain how Christians celebrate Holy Communion / the Last Supper. How do Christians put their belief in practice. Explain the connection between Isaiah 53, John 19 and the concepts of Messiah, Sacrifice and Salvation.</p> <p>Understanding Christianity upper KS2 Unit</p> <p>Jesus the Healer Jesus the Miracle Worker Temptations</p>	<p><u>Buddhism</u> The Buddah – Gotama Buddha His Enlightenment The place of Buddah and images of Buddah <u>Buddist teaching</u> Buddist practise, festivals and ceremonies, Meditation, Nirvana Compassion, Awareness, <u>Stories</u> <u>Symbols</u> Lotus flower The Wheel The Bodhi Tree <u>The Buddhist Community</u> Monks</p>

Christianity 80% of RE curriculum time.	Judaism	Sikhism	Islam	Buddhism	Hinduism
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