



Whole School Religious Education Overview

Class	Year A	Year B
Holly Berries	<p>1.2 Who do Christians say made the world? Harvest</p> <p>1.10 What does it mean to belong to a faith community? (Visit to St Ethelbert's re: Why do people go to church? – contact Mike Barnsley)</p> <p>1.1 What do Christians believe God is like?</p> <p>1.7 Who is Jewish and how do they live? (Part 1) Godly Play – Abraham and Sarah – The Great Family.</p> <p>1.7 Who is Jewish and how do they live (Part 2) Godly Play – The Exodus</p> <p>1.9 How should we care for world and others, and why does it matter?</p>	<p>1.6 Who is Muslim and how do they live? (Part 1)</p> <p>1.3 Why does Christmas matter to Christians?</p> <p>1.6 Who is Muslim and how do they live? (Part 2) Joint synagogue and cathedral visit. education@gloucstercathedral.org.uk</p> <p>1.5 Why does Easter matter to Christians?</p> <p>1.4 What is the 'good news' Christians believe Jesus brings?</p> <p>1.8 What makes some places sacred to believers? (Visit to St Ethelbert's re: sacred things – contact Mike Barnsley)</p>
Chestnut	<p>L2.1 What do Christians learn from the creation story? Godly Play – Creation</p> <p>L2.10 How do festivals and family life show what matters to Jewish people? Joint synagogue and cathedral visit. education@gloucstercathedral.org.uk</p> <p>L2.2 What is it like for someone to follow God? Godly Play – Ten Best Ways/10 Commandments (Visit to St Ethelbert's re: baptism – Contact Mike Barnsley)</p> <p>L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>L2.4 What kind of world did Jesus want? Godly Play – The faces of Easter</p> <p>L2.12 How and why do people try to make the world a better place?</p>	<p>L2.7 What do Hindus believe God is like?</p> <p>L2.8 What does it mean to be Hindu in Britain today?</p> <p>L2.3 What is the 'Trinity' and why is it important to Christians? Easter</p> <p>L2.5 Why do Christians call the day Jesus dies 'Good Friday'?</p> <p>L2.6 For Christians, what was the impact of Pentecost?</p> <p>L2.11 How and why do people mark significant events of life? (Visit to St Ethelbert's re-wedding – Contact Mike Barnsley)</p>
Maple	<p>U2.8 What does it mean to be a Muslim in Britain today? Invite a Muslim speaker into school e.g. Imam Ishmael ishk_78@hotmail.com</p> <p>U2.3 Why do Christians believe Jesus was the</p>	<p>U2.7 Why do Hindus want to be good?</p> <p>U2.2 Creation and Science – Conflicting or Complementary?</p> <p>U2.5 What do Christians believe Jesus did to</p>

	<p>Messiah? Christmas</p> <p>U2.1 What does it mean if Christians believe God is holy and loving? (Visit to St Ethelberts re: communion – Contact Mike Barnsley)</p> <p>U2.9 why is the Torah to important to Jewish people?</p> <p>U2.4 How do Christians decide how to live? ‘What would Jesus do?’</p> <p>U2.11 Why do some people believe in God and some people not? OR U2.10 What matter most to Humanists and Christians?</p>	<p>‘save’ people? Easter</p> <p>U2.6 For Christians, what kind of King is Jesus?</p> <p>U2.12 How does faith help people when life gets hard? (Visit to St Ethelberts re: funeral – Contact Mike Barnsley)</p>
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Knowledge	
<p>For details of the knowledge to be taught through the RE curriculum reference should be made to the following publications:</p> <ul style="list-style-type: none"> • Understanding Christianity • Gloucestershire Agreed Syllabus for RE 2017-2022 	
Skills	
<p>Making sense of beliefs</p> <ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival). • Give clear, simple accounts of what stories and other texts mean to believers. 	<p>Understanding the impact</p> <ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions. • Give examples of ways in which believers put their beliefs into practice.
<p>Making connections</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them. • Give a good reason for the views they have and the connections they make. 	

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Skills

<p>Making sense of beliefs</p> <ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied. • Make clear links between texts/sources of authority and the core concepts studied. • Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. 	<p>Understanding the impact</p> <ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and the way they live. • Identify some differences in how people put their beliefs into practice.
<p>Making connections</p> <ul style="list-style-type: none"> • Make link between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how children think and live. • Give good reasons for the views they have and the connections they make. 	

Maple

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Skills

<p>Making sense of beliefs</p> <ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied using examples from texts/sources of authority in religions. • Describe examples of ways in which people use texts/sources of authority to make a sense of core beliefs and concepts. • Give meanings for texts/sources of authority studies, comparing these with some of the ways in which believers interpret texts/sources of authority. 	<p>Understanding the impact</p> <ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into action in different ways e.g. in different communities, denominations or cultures.
<p>Making connections</p> <ul style="list-style-type: none"> • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others might think differently. • Consider and weigh up how ideas studied relate to their own experiences and 	

experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.