



RE at
Peters Hill
2024-25



RESEARCH

Summary of Ofsted research review

A SUMMARY OF Ofsted's RE Research Review



AMBITION FOR ALL

A high-quality RE curriculum prepares pupils for success in later life. The ambition for what pupils will be learned needs to be high for all learners - especially the most disadvantaged and those pupils with SEND. Precise and considered curriculum planning will enable leaders to articulate the building blocks that pupils will be taught so they can achieve ambitious end goals.

PILLARS OF PROGRESSION

The three pillars of the curriculum are: substantive knowledge, ways of knowing, and personal knowledge. Whilst each of these areas need considering in their own right, it is not advised to treat them separately in terms of organising content as there is significant interplay between them throughout the curriculum. Collectively, progression in these areas constitute what it means to 'get better at RE': to 'know more, and remember more'. Leaders must be aware of the different types of knowledge so that their planning does not lead to pupils developing misconceptions.



SUBSTANTIVE KNOWLEDGE

This is the knowledge about religious and non-religious traditions. It includes: the different ways people express their beliefs; the artefacts and rituals associated with religious and non-religious traditions; and concepts which relate to religious and non-religious traditions. When planning the precise detail of the curriculum, leaders should include both the rich knowledge components and the connections between these components, as both need to be taught to pupils.

WAYS OF KNOWING

Pupils also need to be taught how to know about religious and non-religious traditions: the scholarship of RE. This is the disciplinary knowledge of RE. Pupils should be taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of claims being made, the differences between conceptions and misconceptions, and the types of methods used in enquiries, including the suitability of these methods.



PERSONAL KNOWLEDGE

This is the growing knowledge of how pupils' own values and beliefs connect with religious and non-religious traditions. It is important not to conflate this with citizenship or PSHE. Pupils will build this knowledge through reflection of how their own viewpoints relate to the 'life worlds' or religious and non-religious traditions. When leaders select content to provoke this, they should choose concepts which are highly relevant, such as meaning and purpose, justice, and values.

CURRICULUM CONTENT

It would be impossible to try to teach everything, and so what is taught needs to be understood as a representation or reconstruction of a religion or non-religion. This means that representations need to be considered carefully, as they will shape the learners' perceptions of religions based on the content that it taught. The content should progressively lead pupils to develop a mental model of religions and non-religions which enables them to grapple with their global and complex nature. Content should not be excessive, but should be cumulatively sufficient for pupils to achieve the ambitious end goals of the curriculum.



ACCURATE REPRESENTATIONS

Leaders must plan for precise and accurate representations of religions and non-religions to avoid pupils developing misconceptions. Representations should enable teachers to teach without promoting a particular tradition or avoiding less pleasant aspects of traditions. Generalisations can be problematic as they can portray traditions inaccurately. Conversely, generalisations might be a useful teaching approach in primary so that pupils can then build on these ideas to understand the nuance of traditions and beliefs. Modifiers such as 'many' and 'some' are important to avoid developing stereotypes.

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DEPTH VS BREADTH

Although curriculum content should teach the variation and diversity in religions, breadth in itself is not enough. Leaders should plan for pupils to learn in-depth content as this helps them understand the bigger picture of religion and non-religion. Pupils may achieve deep understanding through having multiple encounters with examples of complex concepts, and by building their knowledge cumulatively so that they have sufficient understanding to learn about some of the more in-depth content. A focus on themes - such as 'traditions' - can be problematic, as it can fail to provide learners with sufficient knowledge, leading to superficial understanding and stereotyping.

SEQUENCING AND CONNECTIONS

High-quality curricula are **coherently planned** and **well-sequenced**. The curriculum should prepare pupils for what they are going to learn next, as well as build on what they have previously learned. Secure prior knowledge is important so that pupils can integrate new content with their existing schema. Leaders should also detail the connections between components of knowledge that pupils should also be taught. Sequencing is also important for teaching about sensitive and controversial topics. Pupils should have wider conceptualisations of religions and concepts before address controversial ideas. This learning might come from other subjects, too.

PEDAGOGY

There are different definitions of pedagogy. The Education Inspection Framework considers the pedagogy of RE to be the classroom procedures, methods, and strategies that are used to implement the curriculum. The successful implementation of the curriculum depends on selecting appropriate methods for pupils to learn the intended content.



TEACHING METHODS & ACTIVITIES

Teaching methods are effective when they enable pupils to 'know more and remember more'. Learning activities are suitable when they reinforce learning of the curriculum 'object'. It is important for teachers to be clear about the 'object' of the curriculum that they want pupils to learn about. By being clear and precise with their expectations of what pupils will learn, leaders can enable teaching to link with the curriculum goals successfully.

RETRIEVAL PRACTICE

Retention of crucial knowledge - such as particular concepts and vocabulary - is an important consideration. Retrieval practice, in its many shapes and forms, is an effective way of achieving this. It is important that the right tools for retrieval practice are chosen based on the type of knowledge being retrieved. Some methods are suitable in some contexts and inappropriate in others. Sometimes, activities themselves enable recall, such as when pupils draw on prior understanding to make comparisons.



ASSESSMENT

Assessment should be used **sufficiently** but **not excessively**. **Formative** assessment allows for adaptive teaching and benefits the pupil in terms of the feedback they receive. AFL provides a very clear feedback loop for teachers. **Summative** assessment often ties to whole-school monitoring of pupil progress. When treating the curriculum as a progression model, summative assessment seeks to determine how much of the curriculum a pupil knows and can remember.

SCHOOL SYSTEMS

If a school classifies RE as a discrete subject in its own right, it is likely this will prevent the content being diluted or receiving less attention than necessary. It is important for schools to consider whether the time they allocate to RE is sufficient to deliver a curriculum with an ambitious scope. Schools should also ensure that teaching staff are well-prepared to teach RE as those with a secure subject knowledge, who can foster a love for RE with pupils, and can address misconceptions, are the teachers who should be teaching RE lessons.



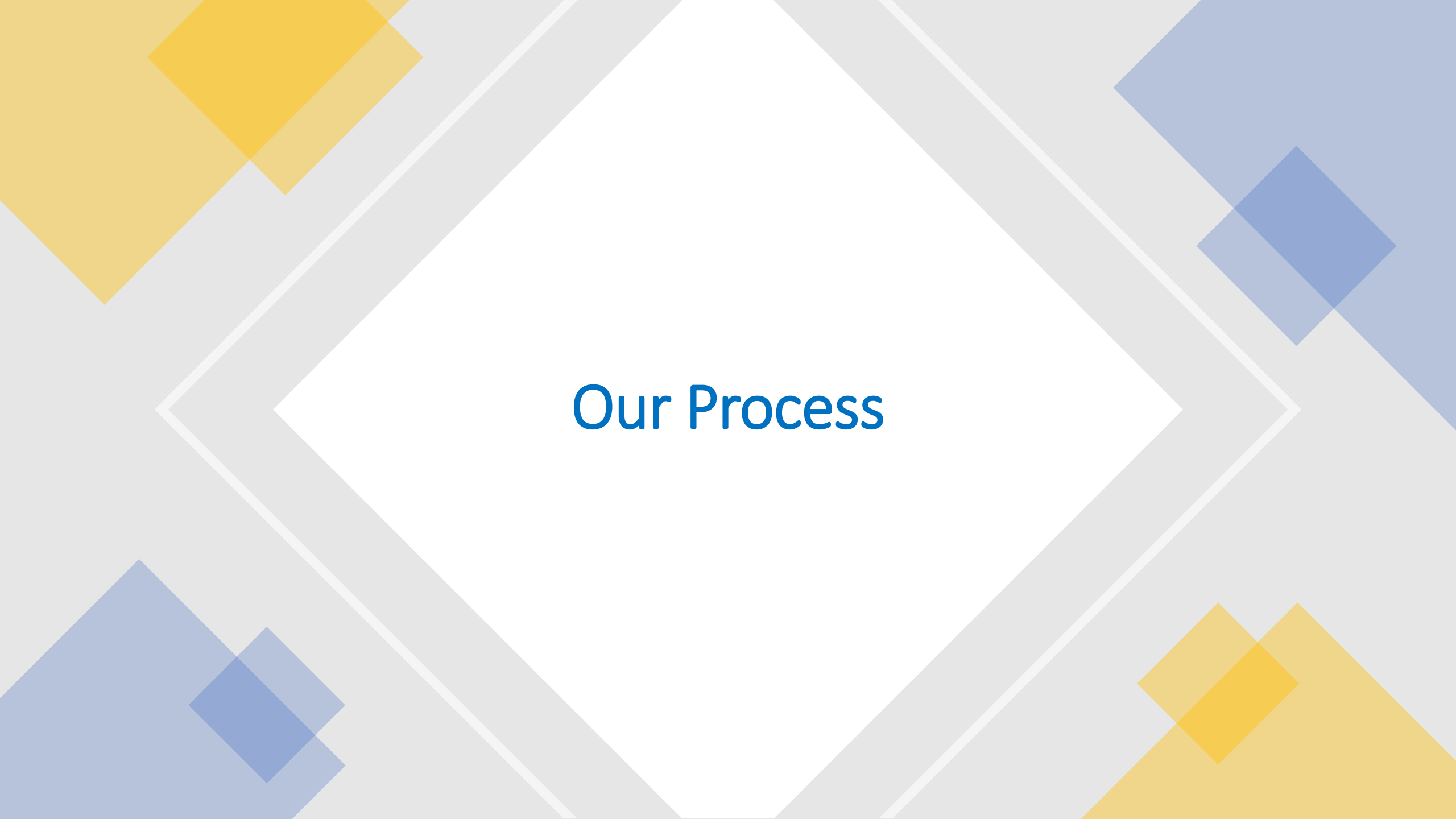
CPD

It would be beneficial for teachers at both primary and secondary to develop in 4 key areas: RE policy, RE content knowledge, RE pedagogical content knowledge, and research in RE. Learning and development in these areas is likely to benefit the quality of teaching and learning in RE across a school.

This is a very condensed summary of the research review conducted by Ofsted into high-quality RE curriculums. I have provided a more detailed summary on my website which explores these themes in more detail, though I would definitely recommend reading the entire review and accessing some of the materials on Ofsted's YouTube channel. All links are on my website.

www.marcchayes.com

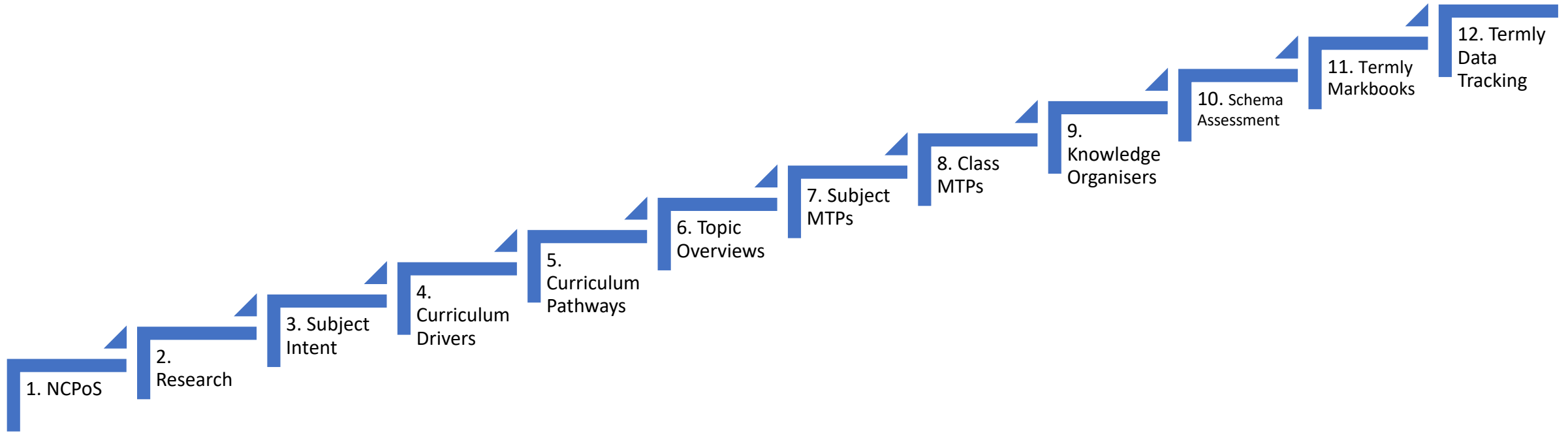
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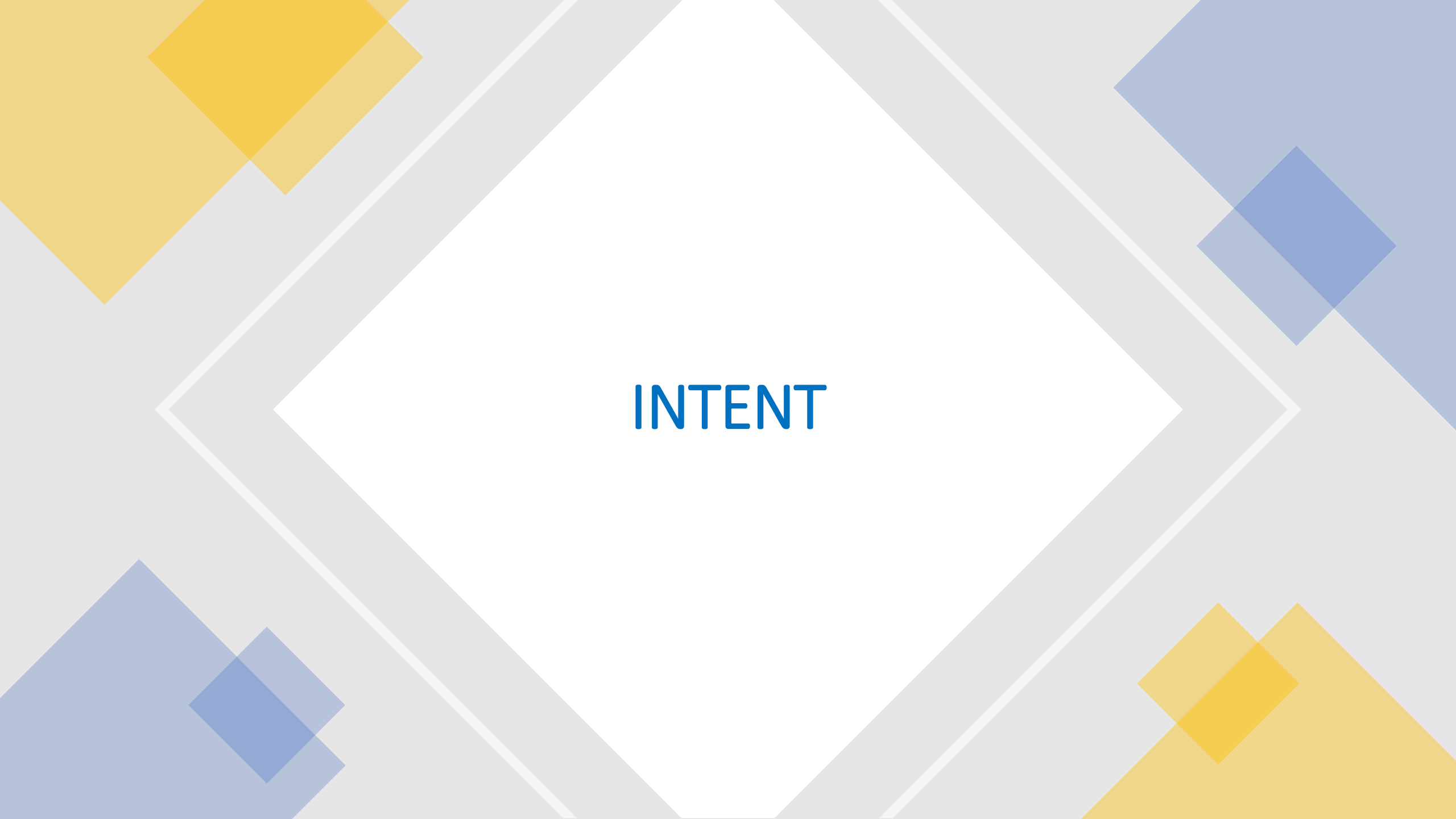


Our Process

The Process at Peters Hill

Our 12 step approach





INTENT

- **At Peters Hill, our RE curriculum strives towards the following aims:**

- **Provide an objective and critical study of religious and non-religious worldviews.**
- **Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness.**
- **Develop skills of interpretation, empathy, investigation, discernment, reflection and expression.**
- **Help pupils reflect upon their own values and beliefs.**
- **Provide opportunities for reflection and personal response.**
- **To enable children to handle and explore a range of religious artefacts to enrich learning.**
- **Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.**

- **We believe that in RE, all children should explore:**

- Religious symbols
- Significant beliefs
- Sacred texts
- How people worship
- Religious stories
- Festivals

- Children become proficient in RE through building substantive knowledge across the specific pathways of;
- Pathway 1 - Christianity
Pathway 2 - Judaism
Pathway 3 - Islam
Pathway 4 - Sikhism
Pathway 5 – Hinduism

• Curriculum Drivers - How do our whole school values link to the subject?

- **AMBITION (Success)** – Ambitious learning outcomes will be provided for all children. Knowledge will be clearly established and linked to previous learning.
- **BELIEF (Confidence)**– All children will have the opportunity to reflect on learning and see how their knowledge is improving over time. Learning logs will show pupils the progress they are making and give the self-belief that they achieve well in RE
- **COMPASSION (Motivation)** – Children will be encouraged to find out about world religions and ask appropriate questions to deepen their understanding. They will be motivated by learning about significant beliefs so that their religious awareness continually increases. Children will be motivated by an ‘enquiry’ approach to learning about religion.
- **PRIDE (Knowledge)**– All staff will teach RE with a clear understanding of what has come before and how this links to today’s learning. Knowledge will be shared through good teaching.
- **RESPECT (Responsibility)** - Children will develop a responsibility for learning about Christianity and the principal religions represented in Great Britain including non-religious worldviews. Children will have the opportunity to reflect on their own values and beliefs and develop a respect for the values and beliefs of others.

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Key Competency Expectations

Well Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

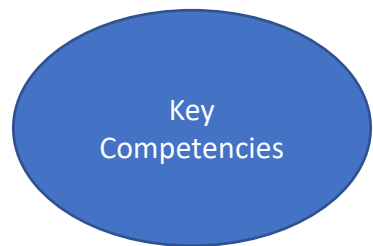
Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts.

Key Competency Progression

	Autumn %		Spring %		Summer %
1.0 – 1.9	Well Below = 11	1.0 – 1.9	Well Below	1 -1.9	Well Below
2.0 – 2.4	Below = 9	2.0 – 2.9	Below	2.0 – 2.9	Below
2.5 – 3.4	Emerging = 38	3.0 – 3.4	Emerging	3.0 – 3.4	Emerging
3.5 – 4.0	Secure = 13	3.5 – 4.0	Secure	3.5 – 4.0	Secure
4.1 – 5	Mastered = 29	4.1 - 5	Mastered	4.1 - 5	Mastered



Pathway 1 Christianity	Y1- Creation (Autumn 1) I know that Christians believe God created the world. I can remember the Christian Creation story and recall some of the things that God made. I can start to explain why I think God wants Christians to look after the world.		Y2 – What did Jesus Teach (Autumn 1) I can recall a story or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.	Y3 -Jesus Miracles (Spring 1) I can retell a story about Jesus healing someone. I can give a Christian viewpoint about one of Jesus' healing miracles. I can say whether I think Jesus healed people and why.	Y4 – Prayer and Worship – Do people need to go to church to show they are Christians? (Summer 2) I can explain some of the ways that Christians worship (at a church or at home) i.e. singing, reading the bible, praying, taking Holy Communion) I can say why I think the church may be important to Christians	Y5 – Beliefs and Practices – showing commitment to God (Summer 2) I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	Y6 -Belief and Meaning – Is anything ever eternal? (Spring 1) I can describe what a Christian might learn from a bible story about love and about life after death. I can make links between Christian beliefs and whether anything is eternal. I can explain my own beliefs about whether anything is ever Eternal.
Pathway 1 Christianity – Christmas (Autumn 2)	Y1- Christmas story - Gifts – What gift would I give to Baby Jesus? I can recall some of the main events from the Christmas story. I can name some of the gifts that the wise men gave to Jesus. I can suggest a gift that I would give to baby Jesus .and say why.		Y2 -Jesus as a gift from God – Why did God give Jesus as a gift to the world? I can remember the Christmas story. I can begin to explain that Christians think Jesus was a gift from God to the world. I can give a reason why Christians believe that God gave Jesus to the world.	Y3 - Has Christmas lost its true meaning? I can begin to explain the true meaning of Christmas for Christians. I can say what Christmas means to Christians and what it means to me.	Y4 - What is the most important part of the Nativity story for Christians today? I can describe something a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this to my own thoughts.	Y5 – the Christmas story true? I can start to explain that Jesus was the incarnation of God. I can recall some differences in the different accounts of the Christmas story. I can start to explain that true can mean different things relating to the Christmas story	Y6 - How significant is it that Mary was Jesus's mother? I can explain some reasons why Mary was chosen to be Jesus Mother. I know what incarnation means. I can start to explain the importance of Mary being Jesus' mother and what I think about this.
Pathway 1 Christianity - Easter (Spring 2)	Y1 – Palm Sunday I can recall the main events in the story of Palm Sunday and begin to explain how I know Jesus was special I can start to show that Jesus is special to Christians.		Y2 – Resurrection I can recall parts of the Easter story and say what Christians believe happened on Easter Sunday. I can suggest what I think happened to Jesus.	Y3 – Forgiveness I can say what some Christian symbols mean: cross, bread, wine. I can start to explain why Christians believe Jesus death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	Y4 - Is forgiveness always possible? I can recall a biblical story about forgiveness and describe what a Christian might learn about forgiveness from this. I can give my own opinion about forgiveness.	Y5 - Did God intend Jesus to be crucified and if so, was Jesus aware of this? I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being His destiny.	Y6 - Is Christianity still a strong religion 2000 years after Jesus was on earth I can describe one way that Christianity seems to be a strong religion today and suggest how this can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.

Pathway 2 Judaism

Y1 – Shabbat

Summer 1

I can use the right names for things that are special to Jewish people at Shabbat. I can recall some of the things that Jewish people do to celebrate Shabbat.

I can start to explain how Jewish beliefs affect decisions they make.

Y1 – Hanukkah

Summer 2

I can recognise some symbols used at Hanukkah.

I can start to explain how a Jewish child may feel when taking part in Hanukkah activities.

Y4 – Beliefs and Practices – The Jews relationship with God. **Autumn 1**

I can explain some Jewish beliefs about God. I know why Abraham and Moses are important to Jews.

I can explain some ways in which Jewish people show they have a special relationship with God.

Y4 – Passover

Spring 1

I can use the right vocabulary for some things that are special to Jews. I can describe some of the things Jews do to show respect to God. I can ask questions about an aspect of Passover or kashrut to find out why it is important. I can give my opinion about how it would feel to keep Kashrut.

Y4 – Beliefs and Practices. **Summer 1**

I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give reasons.

Key
Competencies

Pathway 3 Islam

Y1 – Introduction to Islam (Spring 1) I know that Islam is a <u>religion</u> and its followers are called Muslims I can identify some objects that are important to <u>Muslims</u> I can describe some things that Muslims do because of their beliefs	Y2 – Significant beliefs (Spring 1) I know some significant beliefs that Muslims have about <u>God</u> I can recall the main events in the story of Muhammad's first <u>revelation</u> I can suggest ways in which Muslim beliefs about God may be similar or perhaps different to Christian beliefs about <u>God</u>	Y2 – <u>Prayer and</u> Belonging (Summer 1) I know the meaning of Salat and how Muslims prepare for prayer. I can say some ways how praying 5 times a day helps Muslims and explain why this may also be difficult. I can talk about how Muslims feel a sense of belonging when they are with other Muslims.	Y2 – Hajj (Summer 2) I can recall some of the things that are important to Muslims during Hajj. I can start to explain the importance of Hajj to a Muslim.	Y6 – Beliefs and Practices – showing commitment to God. (Autumn 1) I know that Muslims show commitment to God by following the 5 Pillars of Islam. I can explain some of the ways that Muslims show commitment to God. I can explain why Muslims show commitment to God in different ways and suggest what I think is the best way for Muslims to show commitment to God.	Y6 – Beliefs and moral views – Life after death. (Summer 1 / 2) I can describe some of the ways that Muslims try to lead lives that are respectful to God. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims
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Key
Competencies

Pathway 4 Sikhism

Y3 – Beliefs and Practices
Do the teachings of Sikhism help Sikh's to lead a better life?
(Autumn 1)
I know some of the main teachings of Sikhism. (worship, wear the Siks, read the Sikh special book; Guru Granth Sahib)
I can explain some of the things that Sikhs do to show their religion is important to them: (keep God in mind at all times,, sharing, make an honest living)

Y3 – Sharing and Community
(Summer 1)
I can describe some ways that Sikhs share and explain why this is important to them because of their beliefs.
I can explain if I think sharing is important or not to Sikhs.

Y3 – Prayer and Worship – What is the best way to show commitment?
(Summer 2)
I can describe some of the ways Sikhs show commitment to God.
I can start to evaluate which ways I think may show more or less commitment to God for Sikhs.

Key
Competencies

Pathway 5 Hinduism

Y5 – Prayer and Worship – What is the best way to show commitment to God? (Autumn 1)

I can use the right names for things that are special to Hindu's. (temple, shrine, Puja, pilgrimage, Dharma, Vedas)
I can explain some of the ways that Hindu's show commitment to God.
I can express why I think Hindu's might choose different ways to show commitment to God

Y5 -: Hindu Beliefs
How can Brahman be everywhere and in everything?

Spring 1

I can describe what a Hindu believes about Brahman and can start to explain the belief that Brahman is in everything. I can make links between Hindu beliefs about Brahman and how Hindus live their lives.
I can express my understanding of how Brahman can / cannot be in everything.

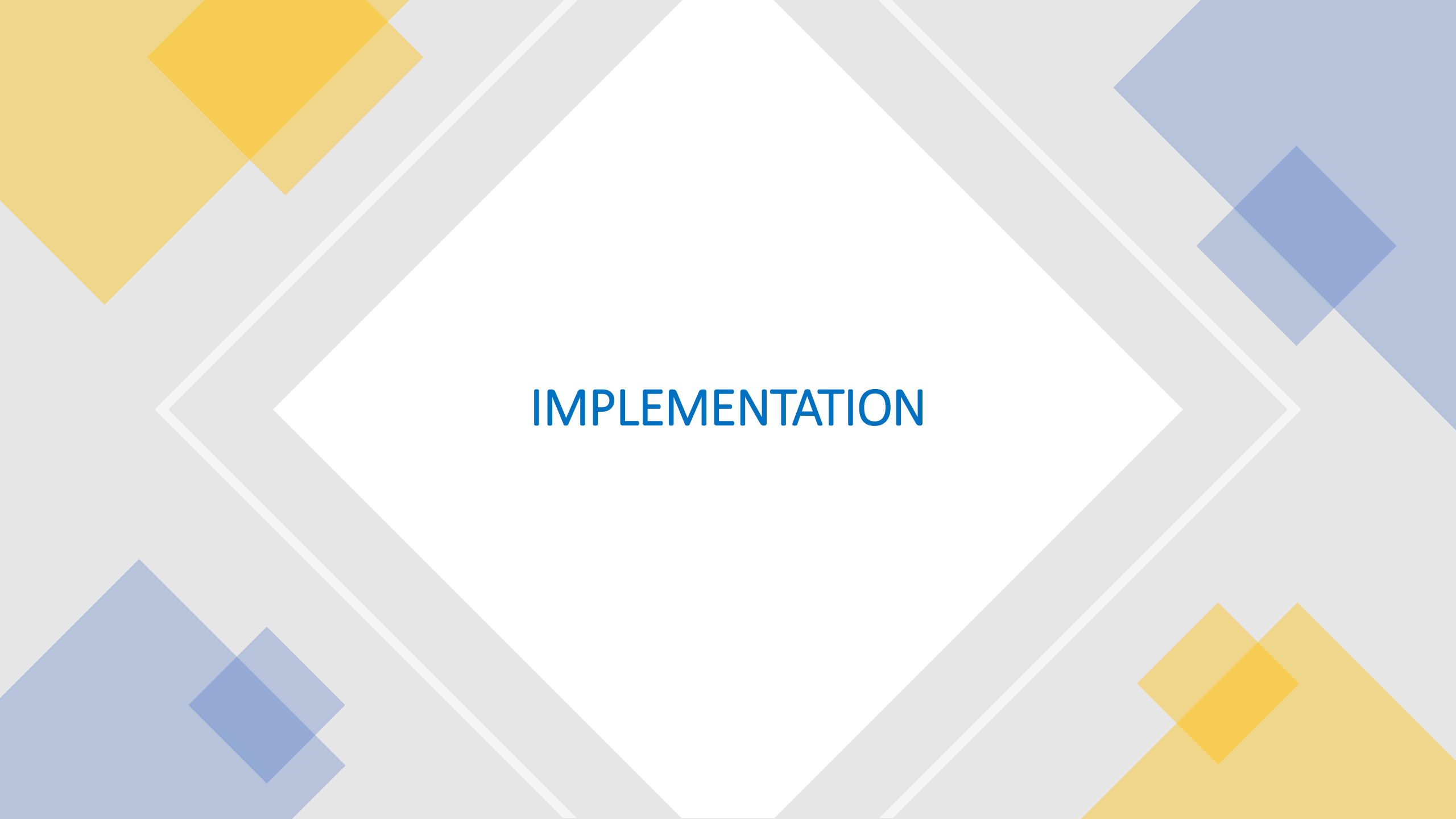
Y5 - Hinduism Beliefs and Moral values

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

Summer 1

I can describe a Hindu belief relating to life after death and explain the impact of this on a Hindu's life.
I can express my own views about Hindu beliefs and whether they make sense to me or not.

Key
Competencies



IMPLEMENTATION

TOPIC OVERVIEW

Foundation Stage - Reception Christianity, Judaism, Islam, Sikhism, Buddhism	
Autumn 1 <u>Religion:</u> Christianity / Judaism <u>Theme:</u> Special people <u>Key Question:</u> What makes people special?	Autumn 2 <u>Religion:</u> Christianity <u>Theme:</u> Christmas <u>Key Question:</u> What is Christmas?
Spring 1 <u>Religion:</u> Islam / Judaism <u>Theme:</u> Celebrations <u>Key Question:</u> How do people celebrate?	Spring 2 <u>Religion:</u> Christianity <u>Theme:</u> Easter <u>Key Question:</u> What is Easter?
Summer 1 <u>Religion:</u> Islam / Buddhism / Christianity / Islam / Sikhism <u>Theme:</u> Story Time <u>Key Question:</u> What can we learn from stories?	Summer 2 <u>Religion:</u> Islam Christianity / Islam / Judaism <u>Theme:</u> Special Places <u>Key Question:</u> What makes places special?

Year 1 Christianity, Islam and Judaism	
Autumn 1 <u>Religion:</u> Christianity <u>Theme:</u> Creation <u>Key Question:</u> Does God want Christians to look after the world?	Autumn 2 <u>Religion:</u> Christianity <u>Theme:</u> Christmas <u>Key Question:</u> What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?
Spring 1 <u>Religion:</u> Islam <u>Theme:</u> Introduction to Islam <u>Key Question:</u> Does being a Muslim make a difference to how Muslims live	Spring 2 <u>Religion:</u> Christianity <u>Theme:</u> Palm Sunday <u>Key Question:</u> Why was Jesus welcomed like a king or celebrity on Palm Sunday?
Summer 1 <u>Religion:</u> Judaism <u>Theme:</u> Shabbat <u>Key Question:</u> Is Shabbat important to Jewish children?	Summer 2 <u>Religion:</u> Judaism <u>Theme:</u> Chanukah <u>Key Question:</u> Does celebrating Chanukah make Jewish children feel close to God?

Year 2 Christianity and Islam	
Autumn 1 <u>Religion:</u> Christianity <u>Theme:</u> What did Jesus Teach? <u>Key Question:</u> Is it possible to be kind to people <u>all</u> of the time?	Autumn 2 <u>Religion:</u> Christianity <u>Theme:</u> Christmas Jesus as a gift from God <u>Key Question:</u> Why did God give Jesus as a gift to the world?
Spring 1 <u>Religion:</u> Islam <u>Theme:</u> Significant beliefs <u>Key Question:</u> Why is God important to Muslims?	Spring 2 <u>Religion:</u> Christianity <u>Theme:</u> Easter - Resurrection <u>Key Question:</u> Is it true that Jesus came back to life again?
Summer 1 <u>Religion:</u> Islam <u>Theme:</u> Prayer and Belonging <u>Key Question:</u> Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Summer 2 <u>Religion:</u> Islam <u>Theme:</u> Hajj <u>Key Question:</u> Does completing Hajj make a person a better Muslim?



Year 3 Christianity and Sikhism	
Autumn 1 <u>Religion:</u> Sikhism <u>Theme:</u> Beliefs and practices <u>Key Question:</u> Do the teachings of Sikhism help Sikh's to lead a better life?	Autumn 2 <u>Religion:</u> Christianity <u>Theme:</u> Christmas <u>Key Question:</u> Has Christmas lost its true meaning?
Spring 1 <u>Religion:</u> Christianity <u>Theme:</u> Jesus Miracles <u>Key Question:</u> Could Jesus really heal people? Were these miracles or is there some other explanation?	Spring 2 <u>Religion:</u> Christianity <u>Theme:</u> Easter - forgiveness <u>Key Question:</u> What was 'good' about Good Friday?
Summer 1 <u>Religion:</u> Sikhism <u>Theme:</u> Sharing and Community <u>Key Question:</u> Do Sikhs think it is important to share?	Summer 2 <u>Religion:</u> Sikhism <u>Theme:</u> Prayer and Worship <u>Key Question:</u> What is the best way for a Sikh to show commitment to God?

TOPIC
OVERVIEW

Year 4 Christianity and Judaism	
Autumn 1 <u>Religion:</u> Judaism <u>Theme:</u> Beliefs and Practices <u>Key Question:</u> How special is the relationship Jews have with God?	Autumn 2 – Christmas <u>Religion:</u> Christianity <u>Theme:</u> Christmas <u>Key Question:</u> What is the most important part of the Nativity story for Christians today?
Spring 1 <u>Religion:</u> Judaism <u>Theme:</u> Passover <u>Key Question:</u> How important is it for Jewish people to do what God asks them?	Spring 2 <u>Religion:</u> Christianity <u>Theme:</u> Easter <u>Key Question:</u> Is forgiveness always possible?
Summer 1 <u>Religion:</u> Judaism <u>Theme:</u> Beliefs and Practices <u>Key Question:</u> What is the best way for a Jew to show commitment to God?	Summer 2 <u>Religion:</u> Christianity <u>Theme:</u> Prayer and Worship <u>Key Question:</u> Do people need to go to church to show they are Christians?

Year 5 Christianity and Hinduism	
Autumn 1 <u>Religion:</u> Hinduism <u>Theme:</u> Prayer and worship <u>Key Question:</u> What is the best way for a Hindu to show commitment to God?	Autumn 2 <u>Religion:</u> Christianity <u>Theme:</u> Christmas <u>Key Question:</u> Is the Christmas story true?
Spring 1 <u>Religion:</u> Hinduism <u>Theme:</u> Hindu Beliefs <u>Key Question:</u> How can Brahman be everywhere and in everything?	Spring 2 <u>Religion:</u> Christianity <u>Theme:</u> Easter <u>Key Question:</u> Did God intend Jesus to be crucified and if so was Jesus aware of this?
Summer 1 <u>Religion:</u> Hinduism <u>Theme:</u> Beliefs and Moral values <u>Key Question:</u> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Summer 2 <u>Religion:</u> Christianity <u>Theme:</u> Beliefs and Practices <u>Key Question:</u> What is the best way for a Christian to show commitment to God?

TOPIC OVERVIEW

Year 6 Christianity and Islam	
Autumn 1 <u>Religion:</u> Islam <u>Theme:</u> Beliefs and Practices <u>Key Question:</u> What is the best way for a Muslim to show commitment to God?	Autumn 2 <u>Religion:</u> Christianity <u>Theme:</u> Christmas <u>Key Question:</u> How significant is it that Mary was Jesus's mother?
Spring 1 <u>Religion:</u> Christianity <u>Theme:</u> Beliefs and Meaning <u>Key Question:</u> Is anything ever eternal?	Spring 2 <u>Religion:</u> Christianity <u>Theme:</u> Easter <u>Key Question:</u> Is Christianity still a strong religion 2000 years after Jesus was on earth
Summer 1 / 2 <u>Religion:</u> Islam <u>Theme:</u> Beliefs and Moral views <u>Key Question:</u> Does belief in Akhirah (life after death) help Muslims lead good lives?	



Reception

RE in the EYFS

- The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning.
- Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus.
- The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.
- The most relevant statements for RE are taken from the following areas of learning:
 - Personal, Social and Emotional Development
 - Understanding the World

RE

Three and Four-Year-Olds	Personal, Social and Emotional Development		Develop their sense of responsibility and membership of a community.
	Understanding the World		Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		See themselves as a valuable individual. Think about the perspectives of others.
	Understanding the World		Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.



Year 1

Subject – RE

Dudley Agreed Syllabus	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Generic RE Christianity Pupils should learn about Christian stories that are in the Bible They should enquire into what values, beliefs or meaning these stories may also be expressing. Pupils should be encouraged to share their views and thoughts in response to any message these stories may give expression to and begin to make the attempt to explain or support their views	Provide an objective and critical study of religion and religious views. Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. Agreed Syllabus	I know that Christians believe God created the world. I can remember the Christian Creation story and recall some of the things that God made. I can start to explain why I think God wants Christians to look after the world.	Belief - To accept that something exists or is true. Belonging - To be part of or belong to something. Bible - The Christian Holy Book Creation - To make or bring something into existence. Christianity - The religion based on the life and teaching of Jesus. Christian - A believer in Christianity. Faith - To trust or believe in something or someone. God - The one supreme being that is perfect in wisdom and goodness Religion - A set of beliefs and practises.	1. What does creation mean to me? Given a range of resources children given a short time to create something. Discuss what a creator is and how it feels to create something. Take a walk to Identify things in natural world that have been created. Reflect on how these things may have been created and by whom. Introduce religion Christianity, Listen to creation story and recognise that Christians believe that God created the world Challenge-What natural creation in the world do you think is amazing and why? 2. How do Christians believe the world was created? Listen to the story again and identify things that God made. Use Picture cards to explore and recall which Christians believe were created by God in the Christian Creation story. Draw images to represent this. Sequence images to retell the story. Enrich-What are you thankful for and why? Write a thank you note for something God created that you are thankful for and why. (Add notes to a reflection tree/area) 3. Why should we look after the world we live in? Read the end pages from God's Wonderful Earth story and reflect on how our world gets spoilt. Ask and answer questions with shoulder partners. Do you think God wants Christians to Look after our world? Should we look after the world? How can we look after our world? Select pictures to show which might please /displease God. Extend-How can we look after the world we live in?

Subject - RE

Dudley Agreed Syllabus	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS1 Core RE - Christianity	Provide an objective and critical study of religion and religious views. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response.	I can recall some of the main events from the Christmas story. I can name some of the gifts that the wise men gave to Jesus. I can suggest a gift that I would give to baby Jesus .and say why.	Angel - A spiritual being sent as a messenger by God Bible - The Christian Holy book. Christmas- A Christian festival which celebrates the birth of Jesus. Festival - A day or several days on which a celebration takes place. Gold Frankincense, Myrrh- The gifts given to Jesus by the wise men. Jesus - The founder of Christianity, also referred to as Jesus Christ	1. Why do people celebrate Christmas? Children to describe a special gift that they have been given and explain why it was special. Identify times when people receive gifts throughout the year. . Listen to simple version of Nativity story to identify why some people celebrate Christmas. Complete a simple sequence story events using pictures Challenge Which gift do you think would be suitable for Jesus and why? 2. What happened at the first Christmas? Children to listen to simple version of Nativity story and use talk partners to retell main events Make story sticks to retell story to peers Expand Discuss How you think the angels and shepherds felt when they heard the news? 3. Why do we give gifts at Christmas? Identify gifts given to babies nowadays. Identify gifts given to Jesus in story of First Christmas. Look at images / smell frankincense and Myrrh. Explain to children why these gifts were given. Apply understanding to suggest what gift they could give to Jesus. Children to draw own gift idea and justify why this would be their chosen gift. Challenge Why do you think Christians give gifts at Christmas? Assessment task- recall main events in Christmas story / List the gifts given to Baby Jesus. What gift would you give – Explain why

Subject - RE

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS1 Islam - Core RE	Teaching will be sequenced providing a clear understanding of what has come before and how this links to today's learning. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. Exploration through real life experiences including children's own experiences	Islam I can recall that Muslims are believers in Islam I can identify some objects relating to Islam Including mosque, Qu'ran, crescent moon and star I can ask questions about Islam I explain how and why Ramadan is observed I can investigate how Eid is celebrated (Upper school to be interviewed about Eid and children to recall findings?)	Religion - A set of beliefs and practises. Islam - The religion believed in by Muslims. Muslim - A person who believes in and practises Islam. Ramadan- A time of fasting for Muslim's Eid – A Muslim Festival	1 What does it mean to belong to a family? What does it mean to belong? What does it mean to belong in a family? What roles are there in the family? Eg brother , father, sister, cousin What do different families look like? What do different families celebrate? What jobs do people do in families? How do families spend time together? Why is your family special? Broaden- Can you identify different families in our class. 2 What does it mean to be a Muslim? What faith do Muslims follow? (Islam) Where is a special place for Muslims? Where do they come together to worship? What is Aqiqah and the Qu'ran? Muslims believe in Allah.Why is Allah so special to Muslims. Discuss the five pillars of Islam and what they represent. Find out how Muslim babies are welcomed into Islam. Find out what happens at the Aqiqah. Extend - Compare the difference between how Christian babies are welcomed and how Muslim babies are welcomed 3 Which objects are special to Islam? Research and identify which objects are related to and special to Islam and why. Prayer mat, prayer beads, Qur'an stand, prayer mat, shoe stand Challenge Children to create a pattern for a prayer mat. Discuss the importance of the pattern and not pictures of people or things. 4 How do Muslims celebrate Ramadan? Find out what Ramadan is and how it is celebrated. Understand that Ramadan is a period of fasting. Compare to Easter for Christians. Talk about how going without things helps you to focus on what is important. Discuss what happens during Ramadan and how it is celebrated at the end. Challenge Can you plan a party to celebrate the end of Ramadan 5 What do Muslims do to celebrate Ramadan and Eid? Children to find out what it is like as a Muslim to celebrate Ramadan and Eid. Children to make Eid arts and crafts. Cards , lanterns, moon pictures Broaden Can you compare the similarities and difference between Ramaden and Eid and a Christian celebration? 6 How do Muslims celebrate Eid? Children research how Muslims celebrate Eid. Decorating hands with Mehndi, praying, visiting the mosque, giving cards and gifts, eating together Broaden link to Art- Children to create Mehndi patterns to decorate a Muslim's hand.

Subject - RE

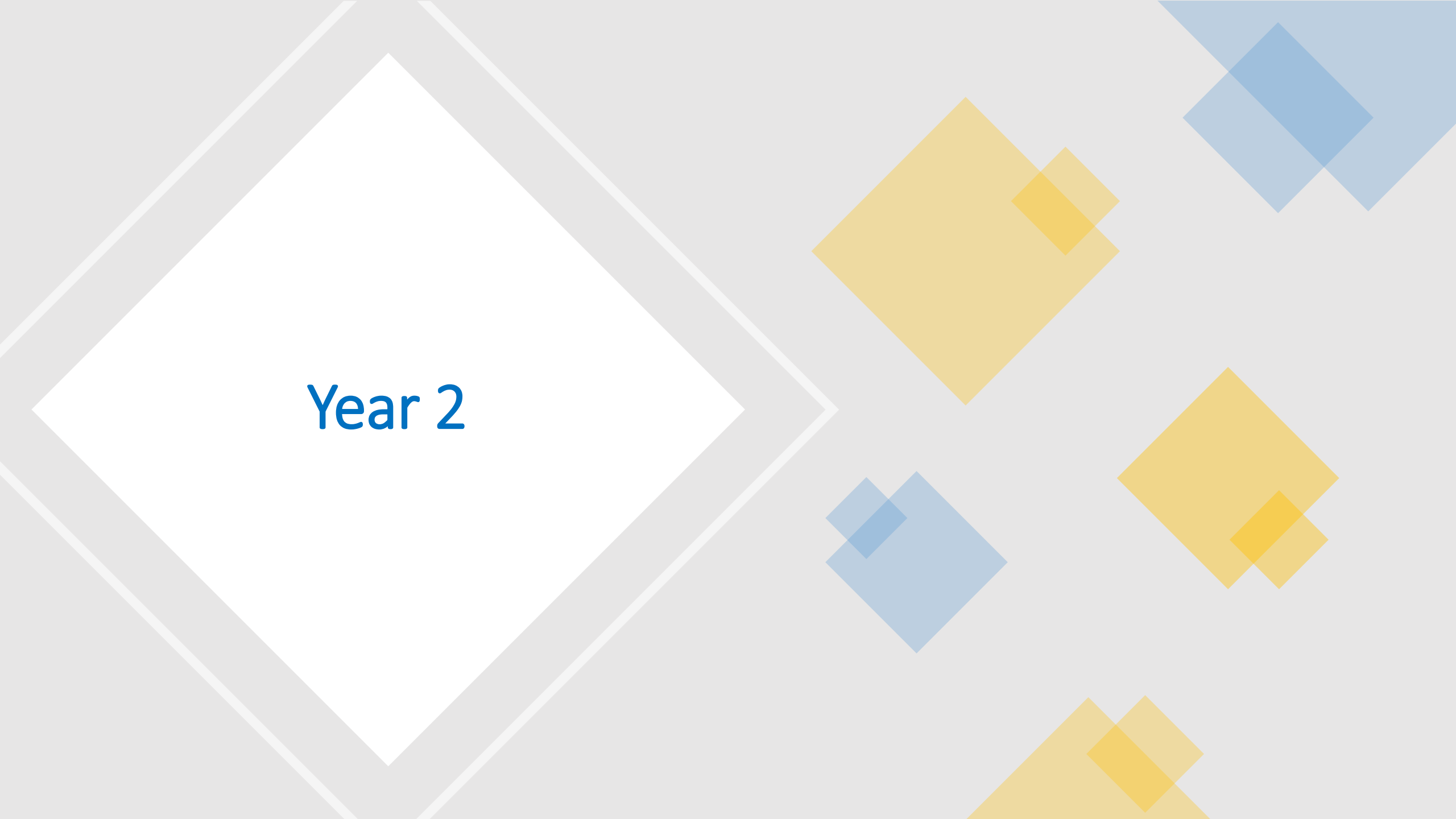
DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS1 Core RE - Christianity	The RE curriculum pathway is designed to build on and develop the children's knowledge and understanding of religion. Our focus this term is Christianity. To provide an objective study of religion and religious views and to develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Teaching will be designed to provide opportunities to explore Religious symbols: Significant beliefs: Religious stories and Festivals and to allow opportunities for reflection and personal response. Children will be encouraged to ask questions to deepen their understanding.	<u>Pathway 1 – Christianity – Easter</u> I can recall the main events in the story of Palm Sunday and begin to explain how I know Jesus was special I can start to show that Jesus is special to Christians.	Christian-A believer in Christianity. Cross- The main symbol of Christianity. Disciples- Followers of Jesus during his life. Easter-The Christian festival during which the death and resurrection of Jesus is recalled Faith- To trust or believe in something or someone Founder-A person who creates or starts something new. Festival-A day or several days on which a celebration takes place. Holy- Something that is very special because it is connected to God. Palm Sunday-The day on which Jesus entered Jerusalem on a donkey at the start of Holy week. Jesus- The founder of Christianity, also referred to as Jesus Christ	1. Can I identify people who are special to me and my family? Children to think about how we would welcome a special person if they came to visit. Children to recall and share special people who visit their house. Describe how they prepare for special visitors and how they welcome them into their home? Broaden – what makes someone a special person? Does someone have to be famous to be special? 2. Can I retell the story of palm Sunday? Recall Who Jesus is and what children know about Jesus. Listen to the story of Palm Sunday and find out about Palm Sunday traditions today. Retell story using simple pictures Describe how characters might feel? Challenge – Can you retell the story? 3. Can I suggest how I might welcome Jesus if he came to town? Recall Palm Sunday story and how Jesus was welcomed. Children to think about how they might welcome a special visitor to school. Describe how they might welcome Jesus if they were part of the crowd welcoming him - explain why you would feel this way? Explain that Christians believe that Jesus is important because they believe he is the Son of God. Children Explain how they think Christians might welcome Jesus to town. Expand – If you could plan a welcome party – what would it be like? 4. Can I sequence the Easter story? Children to listen to a simple version of the Easter story. Children recall where this story can be found -Holy bible. Children to identify that the cross is a special symbol that represents Christianity Children to complete a sequence to retell the story. Challenge – How might you have felt if you were in the crowds at different stages in the story 5. Assessment Task Children to identify religious symbol associated with Easter. Identify Jesus as the founder of Christianity Recall main events in Palm Sunday Story.

Subject - RE

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS1 – Generic RE - Judaism	The RE curriculum pathway is designed to build on and develop the children’s knowledge and understanding of religion. Our focus this term is Christianity. Our intention is to provide an objective study of religion and religious views and to develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Teaching will be designed to provide opportunities to explore Religious symbols: Significant beliefs: Religious stories and Festivals and to allow opportunities for reflection and personal response. Children will be encouraged to ask questions to deepen their understanding.	<u>Pathway 2 – Judaism – Shabbat</u> I can use the right names for things that are special to Jewish people at Shabbat. I can recall some of the things that Jewish people do to celebrate Shabbat. I can start to explain how Jewish beliefs affect decisions they make.	Challah bread - A twisted or plaited bread eaten by Jews. Jew - A person who believes in Judaism. Jewish - Something associated with Jews or Judaism. Judaism - The religion of the Jewish people. Kiddush Cup - A special cup for the Kiddush blessing. Sabbath – A day of rest Shabbat – A day of rest for Jewish people. Star of David - A symbol of Judaism. Synagogue - A place of worship used by Jewish people. Torah - A scroll that contains the first five books of the Jewish bible.	1. What makes our week special? Staring from children's experiences identify things that children do on different days of the week. List daily experiences. Relate this to how some days have special significance to religious people. Identify Religion of Judaism and their special day called Shabbat. <i>Challenge – What special days are celebrated by your family?</i> 2. What happens during Shabbat? Explore how Shabbat is celebrated in a home and at Synagogue. Outline events that happen during Shabbat using picture prompts. <i>Extend – How is being a Jewish child similar or different to your life?</i> 3. How is the Shabbat meal celebrated? Reinforce and continue to explore how Shabbat is celebrated in a home. Identify the importance of the Shabbat meal and complete and label the items on the Shabbat table. Apply understanding to explain how a child might be feeling at Shabbat <i>Challenge – If you could plan a special meal, what would your special meal be and why?</i> 4. How do Jewish beliefs influence decisions they make? Reflect on learning about Shabbat. Watch class clip to reinforce learning and child's beliefs about Shabbat. Children to apply understanding of Jewish beliefs to suggest how they might affect the decisions they make and explain how a Jewish child might respond when asked to go to a party on Shabbat. <i>Extend – How might it feel to do things differently to others?</i> 5. Assessment task

Subject - RE

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS1 – Generic RE - Judaism	The RE curriculum pathway is designed to build on and develop the children's knowledge and understanding of religion. Our focus this term is Christianity. Our intention is to provide an objective study of religion and religious views and to develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Teaching will be designed to provide opportunities to explore Religious symbols: Significant beliefs: Religious stories and Festivals and to allow opportunities for reflection and personal response. Children will be encouraged to ask questions to deepen their understanding.	Judaism I can recognise some symbols used at Hanukkah. I can start to explain how a Jewish child may feel when taking part in Hanukkah activities.	Celebration -A special event Faith - To trust or believe in something or someone. Festival - A day or several days on which a celebration takes place. Hannukah -The Jewish festival of light. Hannukiah - A special Jewish candlestand used at Hanukkah Latkes - Pan fried potato pancakes. Jew - A person who believes in Judaism. Jewish - Something associated with Jews or Judaism. Judaism -The religion of the Jewish people. Synagogue -A place of worship used by Jewish people.	1. What do I know about celebrations? Children to share their knowledge and explain about own experiences of celebrations. Identify what is meant by a celebration and when it happens. What is a celebration? How do you celebrate special events? Apply understanding to list ways to celebrate teddy's birthday: make cards/ bunting / play a party game for Teddy's birthday Broaden – What makes a celebration special? 2. What is the celebration of Hanukkah? Outline knowledge of Judaism from previous learning. What do you already know about Judaism? Children to watch and listen to clips to find out about Hannukah. Identify facts about Hannukah and discard non truths. Summarize what Hanukkah is and why it is celebrated. Why is Hanukkah celebrated? And by Whom? Challenge - What other facts can you find out about Judaism? 3. How is Hannukah celebrated by Jewish people? Identify artefacts relating to Hanukkah – Hanukiah / cards/Dreidel etc.. watch clips to find out more about Hannukah and how it is celebrated. How do Jewish people celebrate Hanukkah? Describe how Hannukah is celebrated and explain meaning. Extend – What would you do to celebrate Hanukkah? 4. How might Jewish people feel at Hanukkah? Explain how Jewish children might feel at Hannukah and why. Reflect on how Jewish children might feel at Hanukkah Reflect and explain how you might feel if you were to celebrate Hannukah. How do Jewish people feel? How do you think you would feel? Extend - Recall some other types of celebration. How do people feel at other celebrations? Do people feel the same at all celebrations? 5. Assessment task Children explain their learning about Hanukkah, recall religious practises related to Hannukah and make simple judgements about feelings of Jewish people at Hanukkah 6. What are you thankful for? Reflect on learning and why Hanukkah is celebrated. Children to identify things they are thankful for and explain why. What are you most thankful for? Create a group Menorah of thanks. (Each child to make a candle of thanks odd to the menorah). Share feelings of thanks together Challenge – How could you show you are thankful more often?



Year 2

Subject – RE

Is it possible to be kind to people all of the time?

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
AT1 Pupils retell religious stories. They are able to suggest a meaning for a religious story or action. AT 2 Pupils are able to make simple judgements expressing a personal view. They make use of reasons which are usually in the form of identifying personal consequences or by a simple appeal to authority.	- Provide an objective and critical study of religious and non-religious worldviews. - Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. - To enable children to handle and explore a range of religious artefacts to enrich learning. - Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. - Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. - Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.	Religion – Christianity Theme – What did Jesus teach? Key Question – Is it possible to be kind to people all of the time? •I can identify some Christian beliefs and how they show kindness. •I can recall a significant religious story. •I can compare religious stories and events. •I can identify a Christian charity and explain how they might show kindness. •I can reflect on my learning to explore how to be a better friend. •I can explain how kindness is shown at Harvest.	Christianity Christian Jesus Founder Kindness Beliefs Samaritan Parable Bible Charity Golden Rule	1. What does it mean to be kind? Jesus taught people to be kind to everyone - Class discussion of Christianity – is Jesus? What is the Bible? What is a Christian? What are their beliefs? Why do they feel kindness is important? Do we think kindness is important? What is kindness? How do we show kindness? How can we show kindness? Share examples and chn to design and create their own 'school poster' of all the ways we can show kindness. Broaden – Who shows kindness to you? How do you know? 2. How did Jesus teach people to be kind? Jesus taught people to be kind to everyone but is it possible to kind to everyone all the time? Read the parable of Good Samaritan story – Luke10 25-37. Re-enact the story/ Recall story using words and pictures. Read statements that might be ways to be kind to people and show love. Children to decide if they agree/disagree. Relate each example back to the idea of loving your neighbour. Activity: Children to order pictures to retell the story of The Good Samaritan. What is the message of this story? Challenge - Which part do you think is the most important and why? 3. How did Jesus show kindness? Explore how Jesus shows kindness through bible story - Share a picture of the paralysed man (chn to make a prediction about what might happen in the story) Tell story - Jesus heals the paralysed man (Mark 2: 1-12) Sequence the story using pictures and write a sentence about kindness in the story. Who showed kindness in the story? Jesus? The man's friends? The crowd? Why do you think Jesus showed kindness to someone he didn't know? How is this story similar/different to The Good Samaritan? Extend - What do you think is important in this story – does it give us a message about kindness 4. How do Christians show kindness? Reflect on the key qu - Jesus taught people to be kind to everyone but is it possible to kind to everyone all the time? Recall learning from last few weeks. Jesus tells Christians to be kind to everyone. How do they achieve this? Introduce the word 'charity' - what does this mean? What is a charity? Explain there are many different types of charities – but we are going to focus on the Salvation Army. Explore the ways in which the SA help others and show kindness. Chn to give examples of what the SA do to show kindness. Is it possible to be kind to people all of the time? Explore – Why do you think Charities help people? Have you given to charity to help others? 5. Assessment task 6. How can you be a better friend? – Reflect on this half-term's learning. Review all the ways in which Christians show kindness, and how we can show kindness. Is it always easy to be kind? Why not? Do we know more ways in which to be kind since our first lesson. Chn to create a 'kindness book' to help others become a better friend. Challenge – Who will you show kindness to this week and how? 7. Why do Christians celebrate Harvest? What is harvest? Why and how do Christians celebrate harvest? Why and how does our school celebrate harvest? How does this link to our learning on kindness? What are we thankful for? Class discussion/ Chn to create a class 'harvest wreath' with coloured paper fruit and veg with messages of kindness and thanks on each one. Extend – How does it feel to show kindness?

Subject – RE Christmas: Jesus as a gift from God

DAS	Key Concepts Link	Key Competencies and Pathway	Vocab	Activity
AT1 - Pupils retell religious stories. They are able to suggest a meaning for a religious story or action. AT2 Pupils are able to make simple judgements expressing a personal view. They make use of reasons which are usually in the form of identifying personal consequences	Provide an objective and critical study of religion and religious views. Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. To enable children to handle and explore a range of religious artefacts to enrich learning. Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.	Pathway 1 – Christianity I can explain how some festivals and special days are celebrated I can begin to explain why Christians think Jesus was a gift from God to the world. I can recall the main events in the Christmas story I can correctly sequence events within the Christmas Story. I can explain why Christians believe that God gave Jesus to the world. I can explain how I show Love to the world.	Bible – The Christian Holy book. Christianity- The religion based on the life and teaching of Jesus. Christian – A believer in Christianity Christmas - A Christian festival which celebrates the birth of Jesus Jesus – The founder of Christianity God – The one supreme being that is perfect in wisdom and goodness. Gift Beliefs Forgive Forgiveness	Stand alone lesson – Celebrations – Diwali – recap religions studied so far in yr 1 and 2. Tell children about another religion – Hinduism. Explore the Hindu festival of Diwali using bbc teach clips https://www.youtube.com/watch?v=uRpNNF4fB4g / https://www.youtube.com/watch?v=Niy1XYspVfg make links to Jewish celebrations children learnt about last year – Hanukkah and Shabbat - make comparisons – How do people prepare for and celebrate special times and festivals? - clean house/ spend time with family and friends / eat food together etc.. Children to explain how Diwali is celebrated. Challenge – Compare preparations for Diwali and another festival What makes a good superhero? Read the story 'George saves the world by lunchtime' (Eden Project Books). Why did George need to save the world? What problems does the world face? How can they be solved? Can they be solved by superheroes like Spiderman? What props would you need to save the world e.g. flying cape, magic wand, magical powers, to be kind and loving? Why do you think Christians believe Jesus is a gift from God? ? Explain that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. Challenge - What can you do to help our world? Does our world need saving? Recap the Christian belief that God gave Jesus to the world to save/help it. Does the world need to be saved/helped? Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples. Who has caused these problems? Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth. Tell the Christmas story. Practical – ordering images to sequence the events correctly. Broaden – Do you think 1 person could save the world? What do Christians believe happened at the first Christmas? Discuss how Christians prepare/look forward to Christmas. Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas? Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story. Explore - Advent is a time of preparation – How do your family prepare for Christmas? Assessment task Revisit key question: Why did God give Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching people to love each other and their world. Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Zacchaeus, etc. What was Jesus teaching through His actions? Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place. 'Love your neighbour as yourself' (Mark 12:28-31) Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that... How do I show love to the world? Discuss what we have learnt about Christians' beliefs about Christmas and the reason for Jesus' arrival on Earth. Christians believe Jesus came to teach everybody to love one another and be kind to each other. Qu: How do I show love to the world? Activity: Children to fill in another heart template and finish the sentence: I show love to the world by... Extend – How do you think love is shown in our world?

Subject – RE

Islam – beliefs and teachings – Why is God Important to Muslims?

New DAS	Key Concepts What are the links?	Key Competencies What are we learning and measuring?	Key Vocabulary What are we hearing?	Key Activities What are we doing? (Context)
KS1 Core RE - Islam	- Provide an objective and critical study of religious and non-religious worldviews.	1.To describe what I already know. 2.To identify the meaning of new vocabulary 3.To explain some beliefs that Muslims hold about God 4.To describe some beliefs that Muslims hold about Muhammad 5.To know 'The story of the first revelation' 6.To show an understanding of why the Qur'an is important to Muslims 7.To explain why Allah is important to Muslims 8.To reflect on who is important in my own life.	Allah - The word for God used by Muslims Belief – to accept that something exists or is true Crescent moon and star - The main symbol of Islam. God Islam - The religion believed in by Muslims. Mosque - A place of worship used by Muslims. Muhammad - Believed by Muslims to be the last and final prophet sent by God. Muslim - A person who believes in and practises Islam. Prophet.A person who has been given words or messages from God to pass on to others. Qur'an - The holy book that Muslims believe was revealed to Muhammad. Revelation – Something that is revealed	1 – What is Islam? Show children a range of artefacts/Images relating to Islam and introduce key question – Why is God important to Muslims? What do the children already know about Islam? List responses. Explain images and key qu. What would chn like to find out about Islam? Record responses. Identify new vocabulary and make key vocab list for the unit. What question do you have about Islam? 2 What do Muslims believe about God? Recall previous learning about God (Christianity / Judaism.) Explain that Muslims also believe in God - they use the Arabic word Allah to refer to God. Explore simply some Muslim beliefs about God. identify belief that Allah is the creator of the universe. Explain there are 99 names given to Allah by Muslims. Explore some. How do names help Muslims understand what God is like? Explain that Muslims never draw pictures of Allah or Muhammad as they worship Allah not idols of him. If God is kind, wise and strong – how might that make people feel? 3. Who was the prophet Muhammad? - share new vocab – prophet / revelation. Share Muslim significant beliefs about Muhammad by opening envelopes to reveal significant beliefs about Muhammad - Who he was / when he lived / what he was like etc... children to write messages to show their learning. Why do you think Muslim's try to follow the example of Muhammad? 4. Why is the Qur 'an important? Tell the story of Muhammad and the first revelation. Show the Qur'an - a very holy book that is very important to Muslims everywhere and explain how it is handled and respected. Children to sequence events in the story of the first revelation and the origin of the qur'an How might you show respect for something that is important to you.? 5. Assessment 6. Why is Allah important to Muslims? Who is important to you? Recall Why Allah is important to Muslims – recall the names which describe his attributes. Think of someone who is very precious to you. What name(s) would you choose to describe the way they are? How do you show that someone is valued and important to you?
Introduction	- Develop skills of interpretation, empat hy, investigation, discernment , reflection and expression.			
Significant b eliefs about God	- To enable children to handle and explore a range of religious artefacts to enrich learning.			
Significant b eliefs about Muhammad				
The first revelati on and the Qur 'an	- Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self- awareness. - Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. - Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.			

Subject – RE (Christianity – Easter)

DAS	Key Concepts Link	Key Competencies	Vocabulary	Activity Discovery RE, key question: Key question for this enquiry: Is it true that Jesus came back to life again?
AT1 - Pupils retell religious stories. They can identify some features of religious life and can begin to associate the m with particular religions. They are able to suggest a meaning for a religious story or action. AT2 - Pupils are able to make simple judgements expressing a personal view. They make use of reasons which are usually in the form of identifying personal consequences	- Provide an objective and critical study of religious and non-religious worldviews. - Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. - To enable children to handle and explore a range of religious artefacts to enrich learning. - Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. - Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. - Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.	1.To share what I already know about the Easter Story. 2. 2.To begin to understand the significance of the Easter story and what Jesus' resurrection means for Christians. 3. 3.To recall parts of the Easter story and say what Christians believe happened on Easter Sunday. 4. 4.To explain the importance of Easter and why it is celebrated today? 5. 5.To suggest what Christians think happened to Jesus. 04 Discovery RE Yr 2.pdf (sharepoint.com)	Easter New Life Festival Jesus Easter Week Easter Sunday Maundy Thursday Good Friday Christians Cross Tomb Last Supper Easter Garden Gethsemane Pray Jerusalem Temple Betrayed Bread/wine Crucified	Lesson 1: What do we already know about Easter? (Practical lesson – no learning log assessment) Discuss the time of year that Easter happens in. Share thoughts and feelings, start from the children's own experiences. Share photos of spring, what happens at this time of year and why? Link this to the theme of Easter, a time of new life but also death/ the rising from the dead of Jesus. CHALLENGE– Can you explain what you already know about why Easter is celebrated? Lesson 2: What is the Easter story and why is it celebrated? To know the events that happened during Easter week. Discuss who celebrates Easter and where it is celebrated. Share thoughts about how Easter is celebrated and the main reason why it is celebrated. Share a story (maybe a personal example using a photo of a lost pet/relative) with the children about what happens when we die (alternatively start with seasons, reflecting how nature dies in the winter and returns to life in the spring). Reassure children and discuss children's beliefs, including heaven if that is what they come up with. Talk about how, even if we can't see the person, we can see them inside our head and in our memories. Questions: Have you ever lost a pet or someone close to you? How do you help yourself remember them? How do you cope with sad feelings? End lesson with happy memories. BROADEN- Do you know of any other celebrations? How is this celebration the same or different to Easter? Lesson 3: What are the main parts of the Easter story? What do Christians believe happened on the Easter Sunday? Discuss the story of Easter in words and pictures. Provide the children in table groups the pictures of the parts of the Easter story their task is to put them into the correct order and glue them onto a large piece of sugar paper. Then underneath each picture, write a sentence to help tell the story. Compare each groups story, ask them to take it in turns to present their work to the rest of the class. EXTEND- What does the story teach Christians? Lesson 4: Can you explain the importance of Easter and why we still celebrate it today? Thinking about our work over the past weeks, and using our knowledge of the Easter story, retell the story in your own words. Provide a word mat to each table to support with vocabulary and spelling. Some children depending on ability, may need to write a series of sentences instead about why the story of Easter is important. why do you think Easter is an important story? Show children 4 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box empty with a small question mark. What do Christians believe happened next? Ask them to draw/write their answer (in box 3) and an alternative explanation in box 4. EXTEND- Can they add their own thoughts? Do they think Jesus actually came back to life? (box 4) Watch the Easter story to reiterate what Christians believe, e.g. www.bbc.co.uk/learningzone/clips/ the-easter-story/7023.html . Lesson 5: Assessment task – What do Christians believe happened next Learning Log Exit

Subject – RE Prayer (Islam)

DAS	Key Concepts Link	Key Knowledge + Pathway	Vocabulary	Activity
Importance of RE	- Provide an objective and critical study of religious and non-religious worldviews.	To outline how and why ramadan and eid are celebrated	Salat: performing ritual prayers in the proper way five times each day	Stand alone lesson - •Ramadan-What is Ramadan? Explore and talk about Ramadan. Share experiences from children in the class. Look at words associated with fasting _ •Eid What is Eid? Ramadan and Eid - BBC Teach Eid al-Fitr 2024 starts on sundown of 9th April - 10 April 12th, https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid Watch the 2 videos and discuss how Muslims prepare. Think about: food/decorations/clothing associated with Eid. Children to share their own experiences and talk about what they like about eid. Discuss the sense of belonging Muslims feel when celebrating together and praying in the mosque. Celebrate Eid in class with children by making Eid crafts / activities - such as lanterns/designing Mendhi patterns: Challenge: How are the celebrations similar or different to your family / other celebrations?
Spiritual, moral, social and cultural development	- Develop skills of interpretation, empathy, investigation, discernment, reflection and expression.	To describe what Salat is and explain why it is important to Muslims	Prayer - The words a person uses when they speak to God or a god Allah - The word for God used by Muslims Islam - The religion believed in by Muslims. Makkah (Mecca) - The holiest city in the religion of Islam.	Children to share their own experiences and talk about what they like about eid. Discuss the sense of belonging Muslims feel when celebrating together and praying in the mosque. Celebrate Eid in class with children by making Eid crafts / activities - such as lanterns/designing Mendhi patterns: Challenge: How are the celebrations similar or different to your family / other celebrations?
Personal development and well-being	- To enable children to handle and explore a range of religious artefacts to enrich learning.	To explain how Muslims prepare for prayer (Wudu) and why this is important to them.	Mosque - A place of worship used by Muslims.. Qiblah - The direction of Makkah.	1. What is Salat? What is prayer? - Children to record what they already know about prayer. Intro new unit – does praying help a Muslim in his everyday life? (Discuss what rituals are and introduce children to the ritual of prayer in Islam.) Remind children of the 5 pillars of Islam and Salat as the 2 nd pillar. https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc . Look at the different prayer positions and show children a variety of prayer mats. Children have time to look at the patterns and images on different prayer mats before designing their own and recording an image of one or more of the prayer positions. (Remind children how there are no images of people, Allah or Muhammad on a prayer mat. It is forbidden to draw or paint Allah or Muhammad.) Challenge – do you think prayer is important for everyone?
Community cohesion	- Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. - Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. - Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.	To know that Muslims pray 5 times a day and explain how this helps them. To identify some features of a mosque and explain how Muslims feel when they come together to pray To compare Prayer in Islam with that of Christians	Qur'an - The holy book that Muslims believe was revealed to Muhammad. Ritual - a set of actions or words performed in a particular way Wudu - Washing before prayer.	2. How do Muslims prepare for prayer? Explore Wudu and the ritual of washing. https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-washing-ritual-wudu/zvmrwtv Children to order the ritual of Wudu and explain why it is important to Muslims. Extend –explain why this might be challenging to do 5 times a day 3. When and how do Muslims pray ? Explore children's ideas and reasons. Explore how Muslims pray and explain the ritual of praying 5 times a day. Explain that-by praying five times a day it helps Muslims to talk to God, be good and feel at Peace. It also reminds them of Allah throughout the day. Ask if children can identify any ways that it could be difficult to pray 5 times a day? Children to sequence the times of Muslim prayer and suggest how this helps them in their everyday lives. Children to complete simple true /false quiz about Salat. Extend – Would you find it easy to pray 5 times a day? Explain 4. Where do Muslims pray together? Show images of the inside of a mosque. Discuss what they can see and the important features (prayer mats, the Qur'an, Mihrab, shoe rack, washroom).Explore what happens in a Mosque. https://app.discoveryeducation.co.uk/learn/search?q=worshipin+the+mosque Remind children how the Mosque is a place where amongst other things, people come together to pray. Discuss how Muslims feel a sense belonging when attending the Mosque? Select pictures relating to the mosque to tell a simple story of a Muslim going to a Mosque to pray. Challenge: If you were to pray, would you prefer to pray with others or on your own? Why / where do you have a sense belonging? 5. Are acts of prayer the same for all religions? Recall this terms learning on Muslim prayer and make comparisons with the Christian act of prayer. Explore if there are similarities and things that differ between the 2 faiths. Children to use their knowledge of Muslim prayer to make comparisons. 6. Assessment task

Subject – RE Hajj (Islam)

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Generic RE Unit - Islam	- Provide an objective and critical study of religious and non-religious worldviews. - Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. - To enable children to handle and explore a range of religious artefacts to enrich learning. - Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. - Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. - Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.	Islam – Hajj To understand the meaning of Hajj and who it is important for. To recall some of the main events of Hajj To explore stories behind Hajj rituals and how a Muslim might feel at Hajj To explain the importance of Hajj for a Muslim. To describe a special journey that I would want to make.	Hajj: pilgrimage to Mecca Allah - The word for God used by Muslims Islam - The religion believed in by Muslims. Kabah – black stone building in the court of the great Mosque, Mecca Makkah (Mecca) - The holiest city in the religion of Islam. Mosque - A place of worship used by Muslims. Pilgrim – a person on a special journey to a holy place Pilgrimage – A special journey Qiblah - The direction of Makkah. Qur'an - The holy book that Muslims believe was revealed to Muhammad. Arafat – A holy mountain on the journey of Hajj Tawaf - to walk around the Kabah at Hajj	What is Hajj? Circle time / group task on whiteboards - have you ever been on a special journey? When, where, with whom, what made it special/ important? Teacher to share a special journey they went on for a specific reason. Share why it was important? How it made you feel? Why you made the effort? Did u feel different afterwards? Etc... Show some images relating to previous learning about Islam – retrieval practice. Explain new learning is about a special journey for Muslims – Hajj. Share new vocab / explain what Hajj is / when it happens /why it is important. Challenge – What might you take on a special journey? Why What happens during Hajj -. Children to watch an extract of Hajj and begin to explore what happens at Hajj using the photos/ objects – teach what the the main rituals are. Children to recall and to explain what happens at Hajj – act out steps of Hajj to reinforce main steps/ stages. Add simple statements to a map of Hajj to show learning, explaining what Muslims do at the different stages. .Challenge – how might Muslims feel when completing the different stages of Hajj ? Why do Muslims complete Hajj? Retrieval - what do we already know about Hajj? Explain the relevance of Makkah and the Grand mosque, recapping previous learning. Show children where Makkah is on map/globe. Watch video- https://www.bbc.co.uk/teach/class-clips-video/articles/zndfcqt Explain the significance of different events that take place during the journey / stories behind significant steps. Qu: How do you think these Muslims feel? Why are they doing it? Explain to children that by completing Hajj, Muslims are showing a commitment to God. God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars. Does completing Hajj make a person a better Muslim? Children to vote and then work in talking partners with opposing viewpoint and share their reasons. Teacher to share reasons for Muslims completing Hajj: Commitment/because God asks them to/one of the 5 Pillars/sense of achievement/sense of belonging to world Muslim community/ opportunity to pray with thousands of other Muslims and to visit special places e.g. where Muhammad lived/ gain better understanding/learn more/have become a better Muslim as they have done what God wanted them to do. But what about Muslims who can't afford to go? Activity: Task Sheet: Who is the better Muslim and why? .Challenge – What do you do that shows commitment to something? What would your most special journey be and why? Ask pupils to imagine they can visit one place on earth, wherever they choose, to help them to be a better human being. Where would they go, and why? Suggest that the North Pole, the Rainforest or a tiny Island in the ocean might work better to make them a better person than Alton Towers or Disneyland. Draw a postcard picture of where you would go. Describing how it feels to be in that special place and why. Display around map of the world. Complete qu about your special journey -Who would go with you? How would you travel there, What would you take? What would you do there? What would you think about? Extend – do you think everyone should complete a pilgrimage like Hajj – explain



Year 3

Subject – RE Pathway 4

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
AT1 Pupils are beginning to produce organised descriptions of religious beliefs, teachings and practices. They demonstrate a simple understanding of religious faith often using a single clause response and using generic words like ‘holy’ or ‘special’. Pupils make use of simple specialist vocabulary. AT2 Pupils are able to express a personal view making use of reasons usually based on social consequences.	Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response.	- To know what it means to belong - To begin to explain how Sikhism began. - To know the main beliefs of Sikhism. (Do the teachings of Sikhism help Sikh’s to lead a better life?) - To know what a Gurdwara is. - To understand why the Sikh holy book is so important to Sikhs	<u>Guru Nanak</u> – Sikhism was founded by a wise man called Guru Nanak. Guru Nanak is considered the first Sikh Guru. <u>Guru Granth Sahib</u> – The Guru Granth Sahib, also called Adi Granth, is the holy book of the religion Sikhism. <u>Belief</u> – an idea that a person holds as being true <u>Gurdwara</u> – A sikh’s place of worship.	- Learning log – What do they already know about Sikhism? Discuss the different groups chn belong to (school, family etc). Ask chn to outline how can we tell if someone belongs to a particular group (clothes, logos etc). Explain that there are groups that we can choose (e.g rainbows, football) but there are also groups that we are naturally born into (family, religion)-discuss how these can change as we grow older. Role on the wall to write the groups they belong to outside the person (school, family), and on the inside of the person write how being a part of this group makes them feel. Extend How does belonging to a particular group make you feel? - Discuss the religions of the world. Retrieval practice – zone of relevance (what do you know about religion?) Introduce the founder of Sikhism and how long ago he lived and where. Watch video to gather information. Teach the children about Guru Nanak's life via a timeline (with pictures). Children to sequence his life in order and complete a short summary of each part. Enrich – Who founded Sikhism? Why? - Chn learn about the 10 Gurus and the Guru Granth Sahib. KAGAN: Find someone who. In pairs, study one guru. Go around the classroom and find out about all 10. Listen to some of the teachings of the Gurus and consider what they mean and how Sikhs should live if they are abiding by them. Focusing on the main 3 beliefs that forms the principals of Sikhism. The chn will then explain what these beliefs are and write a caption. Extend – Why are these principles important to Sikhs? - Get children to think of a place that is special to them, why it is special and what they do there. Chn to explain how they would expect people to behave in their special place and justify reasons why. Through videos and images, chn will learn what is outside and on the inside of a Gurdwara and its significance. They will learn about the different parts of a Gurdwara and its function and learn about what a langar is. They will then use this information to write about the Gurdwara and why it is special. Enrich- The teachings of Sikhism help Sikhs to lead a better life? Do you agree or disagree? Give a reason for your answer. - Begin by talking about books the chn have read, which were important and what impact they had. Introduce the Guru Granth Sahib, how it came to being and what it means. Look at images (connect four – retrieval practice) – ask what they have in common (all show respect). Teach children about different aspects of the Guru Granth Sahib. Test children's knowledge with a class quiz at the end, followed by a quiz on whiteboards independently. Knowledge organiser/brain dump to show new learning. Finish the lesson with a multiple-choice assessment to test their new knowledge and understanding. Broaden – How is Guru Granth Sahib used?

Subject – RE Pathway 4

NC PoS	KEY CONCEPTS	KEY COMPETENCIES	KEY VOCABULARY	KEY ACTIVITIES
Importance of RE Spiritual, moral, social and cultural development Personal development and well-being Community cohesion	Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response.	1. LO: To begin to explain what Christmas means to me 2. LO: To begin to understand what Christmas means to Christians 3. LO: to begin to understand why Christians give gifts 4. LO: To order the events of the Christmas story from the Bible 4. LO: to identify the meaning of some Christmas symbols	Christian Christianity Christmas Belief Jesus Celebration Value Meaning Everlasting life Gift Present Faith	Children to complete a learning log to show prior knowledge. 1. Recap religions of the world. Introduce Christianity with a 'Think and Link activity. Can they figure out what the religion is and say what they know about it. Discuss key vocabulary they shall need and explain it. Create a class flipchart as to why Christmas is special. Play pass the bear – when the music stops tell the class an experience of Christmas (can be school based if they don't celebrate). Create a freeze frame of 3 things they might do in pairs. Can the class guess what they are doing? Write in a bauble template what Christmas means to them. Add all baubles to class Christmas tree template. Extend– Does Christmas have the same meaning for everyone ? Why 2. Children to sort Christmas cards into two piles. Which is the larger pile? Why do children think this is? Remind children that for Christians, Christmas is the celebration of Jesus’ birthday. In groups, consider the things that make their birthday special. Imagine that they are going to be able to interview Jesus about how his birthday’s celebrated in our society today. Prepare what answer you think he might give. How do you think he might like us to celebrate? Decide which parts of celebrating Christmas might still capture the true meaning of Christmas for a Christian and why, linking their ideas to what they know of Christian belief Plenary: Show children some figures showing the average cost of Christmas for us in Britain – what do children think about spending this amount of money at Christmas? Challenge – Has Christmas lost its true meaning? Explain. 3. Bring in a box wrapped elaborately as a ‘present’, telling children that it’s very, very valuable. Discuss in pairs what they think it might be. Explore the concept of 'value'. Can you devise a present that might be very valuable to someone but that you can’t buy? Children write/draw & annotate their ideas as a ‘pledge’, giving a reason for their choice. Open present and read what is inside: John's gospel chapter 3, verse 16. Expand -How might we give gifts that change someone's life in some way or be more longer lasting? 4. Retrieval practice: Image of the nativity story – what do they know? Read the story to the class. Can they order the events correctly? Children to add captions and labels to the pictures. Challenge -Which part do they think was the most important? 5. Speak like an expert: recall the nativity story. Look at symbols that are related to Christmas. What do they think they symbolise? Are they all religious? Which ones relate to the nativity story? Match the symbols to their meaning. Challenge – Which symbol do you think is the most important? Why?

Subject – RE

Context - Christianity – Jesus Miracles/Healing

DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
AT1 Pupils are beginning to produce organised descriptions of religious beliefs, teachings and practices. They demonstrate a simple understanding of religious faith often using a single clause response and using generic words like ‘holy’ or ‘special’. Pupils make use of simple specialist vocabulary. AT2 Pupils are able to express a personal view making use of reasons usually based on social consequences.	Provide an objective and critical study of religious and non-religious world views. Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response.	Pathway 4 – Christianity To consider how to feel better when you are ill. To retell a story about Jesus healing someone To give a Christian viewpoint about one of Jesus’ healing miracles. To explain how Jesus changed lives and how it impacts Christians today To say whether I think Jesus healed people and why.	Miracle Heal Faith Belief Meaning Christian Viewpoint Light of the world Jesus God Doubt	1. Listen to/watch the story of 'The bear got sick'. Discuss how the bear felt better and what the children do to feel better when they feel unwell. Children to choose a poster/drama/rap to provide ways of feeling better when ill. Extend – How does helping someone when they feel ill make them feel better? 2. Blind drawing – get children to draw something with their eyes closed. Discuss how hard this was without vision. Read the story of how Jesus healed a blind man. Stop at various points to talk about how this happened, why the disciples were 'blinded', what a miracle is etc. Answer key questions in books. Explain What is the key message from this story? 3. Tell the story of Jesus healing the paralysed man. Discuss whether they think this really happened and what it says about Jesus. Retell the story using strips of paper/split pins to make the different parts of the story. Children to think about what the different people in the story might have been thinking and complete speech bubble activity. Answer questions in books from a Christian's viewpoint. Explain What is the key message from this story? 4. Recap the stories we have covered so far and what a miracle is. Read a historical but true story about Grace Darling. Talk about whether miracles have to be true to be meaningful? Debate what Christian and non-Christian viewpoints would be, thinking about how miracles still happen today. Children in groups to create a chat show: host, Jesus, blind man, paralysed man, person who does not believe. Perform to the class. Explain What is a miracle? 5. Recap all that has been covered so far. Share the story of Jesus feeding the 5000. Debate whether a miracle is the same as magic and explain that God gave Jesus the powers to help people. Children to write a definition of a miracle and think of one miracle they would make happen if they could. Ask if they have ever witnessed a miracle? Talk about how Jesus has impacted Christians today – watch Christian Aid video. Develop- Children to explain how Jesus changed lives then and now.

Subject – RE (Christianity – Easter)

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
AT1 Pupils are beginning to produce organised descriptions of religious beliefs, teachings and practices. They demonstrate a simple understanding of religious faith often using a single clause response and using generic words like 'holy' or 'special'. Pupils make use of simple specialist vocabulary. AT2 Pupils are able to express a personal view making use of reasons usually based on social consequences.	Develop attitudes of curiosity, appreciation, awe and wonder, openness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Explore real life experiences including children's own experiences, visits, visitors, internet sites. We will: Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. Provide an objective and critical study of religious and non-religious worldviews	Christianity LO: To recall the Easter Story and explain some Christian symbols e.g. cross, bread, wine. LO: To explain the importance of Jesus' words at the Last Supper LO: To explain why Christians believe that Jesus' death is important LO: To reflect on whether I agree with Christian beliefs about Jesus' death LO: To explain the importance of the cross and the resurrection	Jesus Peter Judas Angel Redemption/redeem Forgiveness Sins Symbol/symbolic Betray Gethsemane Crucifixion/crucified Disciples Rose/Rise Eternal Healing Last Supper Easter Lent Good Friday New Life	IS EASTER A FESTIVAL OF SACRIFICE OR NEW LIFE? 1.Retrieval practice from year 2 – recall the Easter Story. Christian symbols. How do the symbols of Easter help us to remember and understand the story of Easter? Watch video of Easter story. What is a symbol? Images inside a bag: palm leaf, cross, stone, bread, wine, bottle of water, Easter Egg. What do they represent? Can they order them and recall the story of Easter? CHALLENGE: Which symbol do you think is most important and why? Which symbol if any could we take out of the story and it still not lose its meaning? 2. Look at images of the Last Supper. Complete a 5 things we noticed and 5 questions we have. 3 images: washing disciples feet, handing out bread and wine, saying he will be betrayed. EXTEND: Can they explain the importance of Jesus' words from a Christian point of view? 3. Christians believe that Jesus' death on the cross showed God entering the most human of conditions – dying. His death showed that there were no magic wands but that God is there and shares with suffering and wants to listen. How did God show that he goes through suffering with people? Discuss why Christians pray. In pairs, write things to be thankful for, things to be sorry for and things to ask for. Create own three part prayer. Write sorry prayer on balloon and pop as a fresh start. CHALLENGE: Do you agree with the Christian belief about Jesus' death? 4. Discuss what happened to Jesus on the cross on Good Friday and the resurrection and its importance. Did any good come from this?

Subject – RE - Sikhism

DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Pupils should be taught to: Understand sharing and why it is important within Sikhism. Recognise the different ways Sikhs share. Explain why Sikhs share by making links to religious figures, teachings and practices. Consider their own views and compare them to the beliefs within Sikhism.	Pupils to: Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Explore real life experiences including children's own experiences, visits, visitors, internet sites. We will: Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. Provide an objective and critical study of religious and non-religious worldviews	Pathway 4 – Sharing and community To describe some ways that Sikhs share and explain why this is important to them because of their beliefs. To explain if I think sharing is important or not to Sikhs.	Sikh/Sikhism Sharing Sewa Khalsa Baisakhi/Vaisakhi Celebration Ceremony Community Guru Duties Gurdwara Beliefs	1. Learning log + retrieval quiz 2. Pupils to learn about how Sikhs celebrate Vaisakhi and how Sikhs share during this festival. Lesson to cover 2 lessons – 1 lesson to collect information (videos/text), the next to showcase their learning. <i>EXTEND: How does sharing happen in Vaisakhi and how is there a sense of community?</i> 3. Watch https://www.bbc.co.uk/bitesize/clips/zs6sb9q and discuss khalsa, turbans and Panj Pyare. <i>Where does the sense of sharing come from?</i> Focus on Gurdwara and Langar. Label a langar kitchen and discuss what it might be used for. Discuss the meaning of the word 'sewa' and how this relates to Sikhs. 4. Pupils to consider the most important aspects of sharing within Sikhism and order them least to most important. Learning Log to show new understanding.

Subject – RE – Sikhism (Commitment)

DAS	Key Concepts	Key Knowledge and Pathway	Key Vocabulary	Key Activities
Pupils should be taught to: Describe some of the ways Sikhs show commitment to God. Understand the best ways for Sikhs to show commitment to God. Evaluate which ways they think may show commitment to God for Sikhs.	Pupils to: Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Explore real life experiences including children’s own experiences, visits, visitors, internet sites. We will: Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. Provide an objective and critical study of religious and non-religious worldviews	Pathway 1 To understand why commitment is important. Pathway 2 To recognise why the 5 Ks are important to Sikhs. Pathway 3 To describe how Sikhs worship in the Gurdwara. Pathway 4 To recall the Guru Granth Sahib and explain its importance to Sikhs. Pathway 5 To analyse how Sikhs show commitment to God	Sikhs/Sikhism Commitment Artefact Symbols Guru Granth Sahib Gurdwara Prayer	1. Pupils to recognise how different items show commitment. Firstly, by looking at non-religious symbols and the people who are committed to them. Then, exploring and learning about Sikh artefacts and explaining how they show commitment. 2. Pupils to reflect on what they already know about Sikhism. Then pupils will learn about the Amrit ceremony and discuss how Sikhs show commitment afterwards. 3/4. Pupils to build on previous knowledge of the Guru Granth Sahib and Gurdwaras (learning about the origins) by recognising how Sikhs show commitment through prayer and why they visit Gurdwaras. 5. Pupils to be introduced to the symbols that are important to Sikhs and to understand what they represent. Then, pupils to match the symbols to the correct meanings. 6. Learning log – show what they have learnt on a double page spread in learning logs.



Year 4

RE Topic - Judaism Key Question – Why is the relationship between Jews and God so special?				
DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
I can use the right vocabulary for some things that are special to Jews. I can describe some of the things Jews do to show respect to God. I can ask questions about an aspect of Jewish practice to find out why it is important. I can give my opinion about how it would feel to keep Jewish rules- Kashrut.	Pathway 2: Judaism Curriculum concepts: Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal opinion. Children have opportunities to explore: Sacred texts, worship and religious stories.	Learning log quiz 1. LO: I can explain the importance of the Covenant made by God and Abraham within the Jewish faith. 2. LO: I can identify the ten commandments and discuss their individual importance in my own life. 3. LO: I can explain how important the Torah and synagogue is to Jewish people. 4. LO: I can describe the importance of the Mezuzah and Shema in the Jewish home. 5. LO: I can analyse the	Covenant Commandments Agreement Relationship Trust Isaac Genesis Mezuzah Shema Synagogue Ner Tamid Ark Prayer shawl Kipper	1. Should promises or covenants ever be broken? Is there ever a circumstance where we can break a promise? Should a promise ever be broken? Debate. (Round Robin) What is the difference between a promise and an agreement? Think about the agreements we have made in class (class charter/football or sport agreements) What happens if an agreement is broken? Introduce the word covenant a specific word used for a promise in law and religion. Tell chn the story of Abraham and discuss the promises/agreement made. Why is this story important to Jews? Shows the first promise that showed they could trust God. Chn to retell the story of Abraham. Challenge – why is Isaac so important within the story of Abraham? 2. Does following these commandments make someone a better person? Introduce the ten commandments. Talk with children about how they are all important and explain their specific meanings. How does following these commandments strengthen a Jewish person’s relationship with God? Chn to spend time as a group ordering these commandments into levels of importance for their own life (diamond nine). Ask chn to argue their reasons as a class for why they have placed specific commandments where they have. (One stray) broaden – is one commandment more important than the other? 3. Do Jewish people have to visit a synagogue to show respect to God? What/ who tells you how you should lead your life? Where are these rules we live by printed/seen? Debate (Round Robin) Introduce the synagogue and how Jews show their dedication to God through attending weekly. How do children show respect to people they follow/admire? What can be seen in the synagogue that tells us that Jews have a special relationship with God and respect him? Talk about the items within the synagogue eg the prayer shawl, ark and Torah. Challenge - What is the significance of the Ner Tamid? 4. Should all Jewish households contain a Jewish artefact? Take a look around a Jewish household, how are Jews showing their relationship with God at home? Talk about the Mezuzah and Shema, why are these important? Children to create their own Mezuzah based on what they know but for their own household. Children could share their Shema to the class and explain why it is important for them in their house. Extend - Why do you think Jewish people place Mezuzah’s on doors rather than anywhere else in their house? 5. Are we all connected? Do you have any similarities to a Jewish child and

RE – Christianity

Key Question – What is the most important part of the Nativity story for Christians today?

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
All pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.	Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Exploration through real life experiences including children’s own experiences. Christianity and the principal religions represented in Great Britain and a non-religious worldview.	Pathway 1- Christianity-Christmas 1. LO: I can recognise and explain the importance of religious symbols within the nativity story. 2. LO: I can recognise the importance of Christmas to a Christian and explain what a Christingle represents. 3. LO: I can compare and contrast a Victorian Christmas to Christmas now. 4. LO: I can analyse how the celebration of Christmas has changed over time.	Christingle Symbolism Cross Nativity Christmas card Red robin Star – hope, inspiration Manger - humble Shepherd – worker Light Three kings – wisdom Resilience	<u>Learning log- What do children already know about the symbolism of Christmas to Christians and the nativity story?</u> 1. Which symbol most represents Christmas to you? Show children a selection of non-religious symbols. Do children know what they mean? Table points up for grabs, conduct as a quiz. Discuss the difference between universal and cultural symbols. Share the story of Christmas and what symbolism means. Children to identify and define the Christian symbols. 2. Can you explain the symbolism related to a Christingle? Recap the symbols involved in the Christmas story. Why is the Christmas story so special to Christians? What do the symbols represent? Tell children about the Christingle and why this is created around Christmas time. Chn to create their own Christingle (allergies within year group) 3. What is a big difference between Christmas in the Victorian period and now? Children to use the technique of skimming and scanning to find information about Victorian Christmases. They will complete to compare and contrast different aspects of Christmas. 4. Why was Prince Albert crucial in the implementation of Christmas as we know it? Explore a Victorian Christmas, how Prince Albert influenced Queen Victoria’s understanding of Christmas and how the UK responded to this after seeing an image in the local paper. Children to learn about how decorations, cards and traditions have changed over time. Learning log- What symbolism is shown through the

Subject – RE Y4 Sp1

How important is it for Jewish people to do what God asks them to do?

DAS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
AT1 Pupils are beginning to produce organised descriptions of religious beliefs, teachings and practices. They demonstrate a simple understanding of religious faith often using a single clause response and using generic words like 'holy' or 'special'. Pupils make use of simple specialist vocabulary. AT2 Pupils are able to express a personal view making use of reasons usually based on social consequences.	Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. Exploration through real life experiences including children's own experiences.	Pathway 2- Judaism 1. LO: I can identify Kosher and non-Kosher foods, and I can explain why certain foods should not be eaten. 2. I can analyse the rules of Kashrut and why Jews abide by them. 3. I can explain the importance of Passover and the story behind it. 4. LO: I can evaluate the relationship Jewish people have with god.	Empathy Kosher Forbidden Jewish Kashrut Rules Law Trefah Dairy Passover Exodus Seder plate Bitterness Matzah Commitment	<u>Learning log- How do Jewish people show that God is important to them?</u> 1. Hook- Play Oliver's food glorious food Ask children to list their top 5 foods. Discuss why they are their favourites and show that everyone has different favourites. Children will draw their favorite meal. Discuss, How would you feel if you couldn't eat this for a month? Discuss until a child says that they cannot be told they cannot eat it. Is there anyone that people might listen to if they told them to stop eating something? Make a class list of special meals and think about reasons against eating particular foods and why some religions may argue against eating particular animals etc. Why are certain foods not considered Kosher? 2. Teach children the kashrut rules. Play the quiz of 'guess the kosher foods' Children to explain why certain foods are Kosher and others are not. Design a Kosher menu justifying reasons behind their choices. They should be able to explain why they have chosen certain items in their meal plan (e.g. after eating meat wait six hours before having dairy products) What are the kashrut rules? 3. Teach children about the special meal of Passover. Retell the story of the exodus from Egypt. Teach children the symbolism of the items on the Seder plate. Children get a chance to experience a seder meal and the tastes of the different foods that are available during Passover. Which item on a seder plate do you feel is the most important? 4. Children will choose one of the UN rights and explain how and why they need to or should choose to respect it. What would happen if they did not follow a UN right? Children should appreciate that just as these rules are important to follow, so are Gods choices for Jewish people. Explain the 3 stories and how they showed Jewish people how important it is to follow God's wishes and the rewards/benefits they get from doing so. (Abraham, Moses, Pharaoh in Egypt) Are Jewish people rewarded in the sacrifices they make with food? <u>Learning log- Quiz type questions based on the kashrut rules.</u>

Subject – RE Topic – Is forgiveness always possible?				
DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
AT1 Pupils are beginning to produce organised descriptions of religious beliefs, teachings and practices. They demonstrate a simple understanding of religious faith often using a single clause response and using generic words like ‘holy’ or ‘special’. Pupils make use of simple specialist vocabulary. AT2 Pupils are able to express a personal view making use of reasons usually based on social consequences.	Curriculum concepts: Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Exploration through real life experiences including children’s own experiences. Christianity and the principal religions represented in Great Britain and a non-religious worldview.	Pathway 1 – Christianity 1. LO: I can describe forgiveness and discuss what this looks like in my life. 2. LO: I can explain what a Christian might learn about forgiveness from a Biblical text. 3. LO: I can explain why the Easter story is important to Christians 4. LO I can analyse how Jesus’ life death and resurrection teaches Christians about forgiveness.	Crucified – put to death by nailing to a cross Crucifixion - A method of punishment in which a person is nailed to a cross Disciples - Followers of Jesus during his life. Easter - The Christian festival during which the death and resurrection of Jesus is recalled Easter Sunday - The day on which the resurrection of Jesus is celebrated.	1 and 2. Discuss the word forgiveness and what this means to them in their life. Have they ever been forgiven? Have they ever had to forgive someone else? Share several stories where Christians are taught about forgiveness e.g. The Good Samaritan, Peter, Judas and the Easter story. Enrich - Why is forgiveness important to Christians? What does Jesus show us about forgiveness? 3. Listen to The Easter Story. Re-tell the story through drama. Discuss 5 symbols from the story and explore what each one stands for. What is the meaning of the fire burning on Easter morning, the touching of the stone where Jesus fell, Hot crossed buns, The Easter egg and The chicken born from the egg. Explore forgiveness in the Easter story, in the phrase form The Lord’s Prayer “forgive us our sins..” and what the 7 seven sins are mentioned in the Bible. Discuss why Jesus forgave his persecutors. Why is the Easter story retold worldwide every year? Extend - Is forgiveness the most important message within the Easter Story? Why is it so important to Christians? 4. Teach children how Christians view Jesus’ life and death, and belief in his resurrection, make sense of life for Christians. Did Jesus really have to die to teach Christians about their sins? How has his death given new life? Broaden – why is the resurrection part of the story important for Christians?

Subject – RE

Topic – Judaism: how do Jewish people show their commitment to God?

DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. <i>Discovery education- AT1B Practices and ways of life</i> <i>AT1 C Forms of expressing meaning</i> <i>AT2 F Values and commitment</i>	Pathway – Judaism What is the best way for Jews to show commitment to God?	1. LO: I can explain what a milestone is and describe when these happen in life. 2. LO: I can explain the importance of a bar and bat mitzvah to Jewish families. 3. LO: I can analyse how Jewish people show commitment to God by helping others through charity. 4. LO: I can evaluate the ways Jewish people show commitment to God and their faith.	Milestones Rites of passage Journey Judaism Jewish Jews Commitments Commandments Kosher Kashrut Lawa Bar/Bat Mitzvah Faith Charity Torah Rabbi Ceremony Synagogue Tefillin Hebrew Minyan Shabbat Tallit	1. Explain what a rite of passage is and identify milestones on life’s journey. What milestones have you experienced so far? What milestones do you think you’ll achieve when you’re older? Challenge – what milestones do Jewish people experience? 2. www.bbc.co.uk/learningzone/ clips/7469.html: Bar-Mitzvah Write a diary entry in role as a child celebrating their Bar Mitzvah. Why is it celebrated? When? How is this different to a Bat Mitzvah? Extend – why are these sacred events in a Jewish child’s life? 3. www.jewfaq.org/613.html: Doing good and helping others www.wjr.org.uk: Doing good in the world could be a way of showing a commitment to God. Explore some charities that Jewish people support. Do all Jewish people support charities? Broaden – why is charity important within religion? https://www.bbc.co.uk/religion/religions/judaism/beliefs/beliefs_1.shtml 4. Explore how Jewish people pray through their sacred text, worship and celebrations. Evaluate the different ways they show this commitment to God and their religion. Broaden – does a Jewish person need to visit a synagogue to show their commitment to God?

Subject – RE Topic Christianity Do people need to go to Church to show they are Christians?				
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. <i>Discovery education- AT1B Practices and ways of life</i> <i>AT1 C Forms of expressing meaning</i> <i>AT2 F Values and commitment</i>	Provide an objective and critical study of religious and non-religious worldviews. Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. To enable children to handle and explore a range of religious artefacts to enrich learning. Exploration through real life experiences including children’s own experiences, visits, visitors, internet sites. Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	LO I can describe what makes a place special and reflect how this looks in my life. LO I can explain who uses sacred places and what happens in them LO I can identify the features of a church and explain their uses and meanings for Christians. LO: I can explain the importance of Baptism for Christians LO I can compare different types of Christian worship. LO: I can debate whether Christians need to go to church LO: I can use and incorporate my own knowledge of Christian worship into a design.	Sacred place, Christian, Religion/faith/belief, God/Jesus, Church Font, Lectern, Aisle, Altar, Pulpit, Pew, Candle, Organ Wedding, Baptism, Christening, Easter Congregation, worship, prayer place of worship Holy communion Quaker meeting house	Learning log to measure entry point. What knowledge did they learn in year 3? Children to create their special place (or an idea of a special place they might like to have). Consider and write about why it is special. <i>Enrich – why are our places different? What might this look like for religious people?</i> Explore different sacred places and who uses them and why. Explore a Christian’s sacred place, their beliefs and how they worship God. <i>Challenge - are all sacred places religious?</i> Identify the features of church and their uses/meanings for Christians. <i>What are the most important features of a church? Challenge - How does it help worship?</i> Look at the different ceremonies that happen in a church. Role play a holy communion watch a clip of a Baptism. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd <i>What is important about these ceremonies? Why do they take place in a church?</i> Compare use of church and quaker meeting house. Discuss similarities/differences. <i>Challenge – why are churches different?</i> Design an alternative building suitable for worship.



Year 5

Subject – RE				Context- Hinduism	
DAS	Key Concepts Link	Key Competencies	Key vocabulary	Key Activities	
Prayer and Worship – What is the best way to show commitment to God?	I can use the right names for things that are special to Hindu’s. (temple, shrine, Puja, pilgrimage, Dharma, Vedas)	Pathway 5 Hinduism LO: to understand what commitment means	<i>Commitment- an agreement or pledge to do something</i>	L1- Retrieval: Brain Dump- What is commitment? - Discuss what commitment means - Analyse commitment and link to children’s everyday lives e.g. commitment to football teams, sports clubs etc. - Talk about something they haven't committed to very well- share examples. - Activity: Children to complete scroll about commitment CHALLENGE: Link to Y4 How do Jewish people show commitment?	
	I can explain some of the ways that Hindu’s show commitment to God.	LO: to reflect on how Hindus visit the temple to show commitment	<i>Temple- a building for religious worships</i>	L2- Retrieval: Elaborate and extend- meaning of commitment -Brief history on Hinduism. Talk about the temple. - Children to look at a Hindu temple and video. - Activity: Label parts of the temple - Activity: Children to justify why the temple is so important and the part it plays in commitment for Hindus. BROADEN: Compare the Mandir to another place of worship	
	I can express why I think Hindu’s might choose different ways to show commitment to God.	LO: to explain how Hindus go on pilgrimage to show commitment to God	<i>Shrine- a place that is holy</i>	L3- Retrieval: Picture label - Children to reflect on a special journey they have made. - Discuss what a pilgrimage is - Activity: Children to research a Hindu trip to the River Ganges or to Kumbh Mela and create a travel poster. - Activity: Children to justify how pilgrimage shows commitment CHALLENGE: Do you think that all Hindus should go on pilgrimage or not? Why?	
		LO: to explain how Hindus show commitment at home	<i>Puja- the act of worship</i>	L4 - Information on how Hindus show commitment at home. Shrines, vedas, puja etc. - Activity: Brainstorm how Hindu's shows commitment at home EXTEND: Write a diary entry from a Hindu's perspective. Talk about how you have shown commitment	
		LO: to consider why Hindus choose different ways to show commitment to God	<i>Pilgrimage- a journey to a sacred place</i>	L5- Retrieval: Children to debate how Hindu’s show commitment and create a debate piece about which element they feel is the most important and shows the most commitment. Children to debate this as a class and hear all points. BROADEN: Do you think that it would be difficult to be a Hindu? Explain your opinion	
			<i>Dharma- law and behaviour</i>	L6- Learning Logs	
			<i>Vedas- Hindu scripture</i>		

Subject – RE

Context - Christianity (Is the Christmas story true?)

DAS	Key Concepts Link	Key Competencies	Vocabulary	Activity
<u>Pathway 1 Christianity/Christian faith</u> Key question – Is the Christmas story true?	I can start to explain that Jesus was the incarnation of God. I can recall some differences in the different accounts of the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.	LO: to analyse the belief that Jesus was the incarnation of God. LO: to recall some differences in the different accounts of the Christmas story. LO: to debate how truth can mean different things, especially when relating to the Christmas story.	<i>Incarnation</i>- an embodiment of God <i>Crucifixion</i>- the execution of Jesus Christ on the cross <i>Eternal</i>- lasting always and forever <i>Jesus</i>- the teacher and prophet of Christian faith <i>Gospels</i>- any of the four accounts of Jesus Christ's life, death, and teachings in the New Testament books of Matthew, Mark, Luke, and John <i>Nativity</i>- the birth of Jesus Christ	Lesson 1 - Retrieval Task: Picture Prompt - Discuss who Jesus was - Discuss the meaning of incarnation - Why did God send his only son to earth? - Children to come up with examples of how Jesus showed himself as a human, and as God. Talk about why God did this. BROADEN: How do Christian beliefs compare with Hindu beliefs? Lesson 2 - Retrieval Task: Find the Link - Children to discuss what they already know about the Christmas story. - Talk about how having a different perspective on something means that you view a story in a different way. - Explain that we are going to investigate different accounts of the Christmas story in the Bible according to different people. Luke Ch 1: 26-38 and Ch 2: 1-20 Matthew Ch 1: 18 - Ch 2: 12. Children to read both accounts and annotate with notes about the similarities and differences between the two. - Why are there different accounts of the same story? - Complete a Venn Diagram comparing the accounts. - Children to produce two different Christmas cards that compare and contrast the differences between the Christmas stories. EXTEND: Why do you think Luke and Matthew's accounts of the nativity differ? Explain your answer. Lesson 3 (Discussion Based) - Recap last lesson where we found out about different versions of the Christmas story in the Bible. Ask children: If we are questioning who was actually present during the Christmas story and when they were there, what else might be true/not true? - Introduce the key question: Is the Christmas story true? If we are questioning the factual side of the Christmas story, can it be true in a different way? Can stories and events have meaning i.e. can we learn from them even if they didn't happen exactly as recorded? CHALLENGE: Debate whether it matters if the Christmas story is true or not.

DAS (Dudley agreed syllabus)	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
AT 1 Pupils They are able to produce organised descriptions of religious life. They also show an elementary knowledge of beliefs or teachings which are specific to particular religions. They demonstrate a simple understanding of religious faith often by linking statements together to provide a coherent account. They make use of specialist religious vocabulary. AT 2 Pupils are able to support an opinion usually making use of relevant reasons. Some of these reasons may not be defensible or clearly distinct from each other	Provide an objective and critical study of religious and non-religious worldviews. Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. To enable children to handle and explore a range of religious artefacts to enrich learning. Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.	Pathway 5: Hinduism LO: to recall what a Hindu believes about Brahman. LO: to explain the belief that Brahman is in everything. LO: to identify links between Hindu beliefs about Brahman and how Hindus live their lives. LO: to identify the importance of the Aum symbol LO: to debate my understanding of how Brahman can / cannot be in everything.	Brahman - The one Supreme God Dharma - A persons religious and moral duties Krishna - A very popular Hindu god believed by many to be an avatar of the god Vishnu Mandir - A Hindu temple, a place of worship used by Hindus Puja - A form of worship in the Hindu religion Puja tray - A tray holding important items for worship Purusharthas - The four goals in human life for Hindus Rama - A very popular god worshipped by Hindus widely believed to an avatar of Vishnu Reincarnation - Belief that a dead person's spirit or soul (Atman) returns to life in another body River Ganges - A sacred river in Hindu tradition Shiva - One of the most important gods in Hinduism, often represented dancing Trimurti - The three aspects of God in His forms as Brahma, Vishnu and Shiva.	1. Recall - Recap what we already know about Hindu beliefs from last half term - Brain dump prior knowledge on sugar paper and share in group presentation 2. Brahman - Identify the belief that Brahman is in every god and everywhere - Study the tri-murti and present information in their chosen way about their specific role in relation to Brahman. 3. Links -Identify how Hindu's live their lives and the Puja tray and how this links to Brahman -Create their own version of a Puja tray which shows how Hindu's are committed to Brahman -Link to Hindu festivals and beliefs -Identify the links between Brahman and his importance and other areas of Hindu life. Link the two together to identify the importance of commitment to both. 4. Aum - Children to listen to a recording of the Aum being chanted - Recognise its importance in meditation - Practise meditation using the Aum sound 5. Debate -Retrieval- what do we already know about Brahman/ the Tri-murti etc. - Debate their beliefs about Brahman, linking what they know about Brahman being everywhere.

Subject – RE					Context- Holy week/Easter				
DAS	Key Concepts Link	Key Competencies	Key Vocabulary	Key Activities					
AT 1 Pupils are able to produce organised descriptions of religious life. They also show an elementary knowledge of beliefs or teachings which are specific to particular religions. They demonstrate a simple understanding of religious faith often by linking statements together to provide a coherent account. They make use of specialist religious vocabulary. AT 2 Pupils are able to support an opinion usually making use of relevant reasons. Some of these reasons may not be defensible or clearly distinct from each other	Pathway 1 Christianity I can start to explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus’ crucifixion.	LO: to identify the events of Holy week. LO: to explain the importance of each of the events of Holy week. LO: to explain the Christian belief about Jesus’ destiny. LO: to debate the belief of Jesus’ death being part of God’s plan. Learning log	Holy week crucified crucifixion destiny consequence intention lent Palm Sunday Good Friday Maundy Thursday pilgrims Jerusalem	1. Holy week - Recount what they already know about the Easter story. - Teach the events of Holy week in more detail starting with when Jesus arrived in Jerusalem, to the day of his death. - Children to then create an animation storyboard about each of the days in Holy week to demonstrate the events. EXPAND- What was the most important event during this week and why? What was the crucial part that might have changed everything? 2. Importance - Recap the events of Holy week - Discuss whether they think that the events of that week were always planned or whether Jesus’ crucifixion was as a result of Holy week. - Research the events of Holy week in our modern day lives. ENRICH- make links between the events of Holy week in the Bible and events of Holy week in modern life. Why is it the most important celebration in the Christian calendar? 3. Destiny -Children to decide whether or not they believe that Jesus’ destiny was always to be crucified on that day, or whether the events that they now know about led to this. -Create a newspaper article either explaining how the events of Holy week led to Jesus’ death, or how the crucifixion was planned anyway. -Write from the point of view of a villager during Holy week to demonstrate their understanding. CHALLENGE- What evidence is there in the Bible that Jesus’ destiny was always predetermined? 4. Debate -Gather together the information that they have learned during this topic - Discuss whether they believe that Jesus’ death was always God’s plan, drawing on evidence that they have found - Class debate and then decide whether any of them have changed their opinion after hearing others. EXTEND- Consider- If Jesus’ death was always God’s plan and the betrayal hadn’t happened, then would Easter still be so important to Christians?					

Subject – RE		Context- Hindu traditions and beliefs		
DAS	Key Concepts Link	Key Competencies	Key Vocabulary	Key Activity
AT 1 Pupils are able to produce organised descriptions of religious life. They also show an elementary knowledge of beliefs or teachings which are specific to particular religions. They demonstrate a simple understanding of religious faith often by linking statements together to provide a coherent account. They make use of specialist religious vocabulary. AT 2 Pupils are able to support an opinion usually making use of relevant reasons. Some of these reasons may not be defensible or clearly distinct from each other	Pathway 5 Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? I can describe a Hindu belief relating to life after death and explain the impact of this on a Hindu’s life. I can express my own views about Hindu beliefs and whether they make sense to me or not.	LO: to investigate and describe the Hindu beliefs of Karma, Samsara and Moksha. LO: to analyse how Hindu beliefs impact on Hindus leading good lives. LO: to formulate my own views about Hindu beliefs.	Hindu – a follower of Hinduism Mandir – the Hindu place of worship Murti – a statue of a God or Goddess Diwali – The Hindu festival of lights is associated with many stories. The main one being a celebration of the return of Lord Rama after an exile of 14 years, where he killed the demon king Ravana Aum – the most sacred symbol in Hinduism Ahimsa – peace and reverence toward all sentient beings Karma – the belief that for every action there is a consequence. In Hinduism, Karma is the belief that the actions performed in this life will effect what happens to you in the next life Brahman – the Hindu God and life force that is present in everything. The different Hindu Gods are all expressions of Brahman Shrines – anything from a room, a small altar or simply pictures or statues Reincarnation – in Hinduism, it is believed that life is a cycle of birth, death and rebirth. The rebirth doesn’t have to be in human form and could be an animal or plant Samsara- the cycle of birth, death and rebirth Moksha- the end of the birth, death and rebirth cycle.	Lesson 1: What are Karma, Samsara and Moksha? - Discuss positive and negative consequences. - Discuss Karma, Samsara and Moksha, explaining to children what they are. - Link this to Snakes and Ladders. - Activity 1: children make their own snakes and ladders game with poor decisions and consequences. - Activity 2: Children to write an explanation of Karma, Samsara and Moksha BROADEN: Draw a diagram to show the cycle of Samsara and how Karma and Moksha affect it Key Question(s): How might the belief in Karma have an impact on Hindus? Lesson 2: How do Karma, Samsara and Moksha impact Hindus? - Retrieval task: Karma, Samsara and Moksha Mis-match - Recap the three key concepts of Karma, Samsara and Moksha - Discuss how this effects a Hindu's day-to-day life. How would Hindus behave in certain scenarios? - Activity 1: Role on the wall-children to get into the perspective of a Hindu person and write speech bubbles talking about how they might behave because of the cycle of Samsara. EXTEND: Can you link any of these beliefs to Christianity? Explain. Lesson 3: What do I feel about Karma, Samsara and Moksha? - Retrieval task: Elaborate and extend- Karma, Samsara and Moksha. - Children to reflect with their peers how much they agree with Karma, Samsara and Moksha. - Think about what motivates them to behave well. - Activity 1: Do you believe in Karma, Samsara and Moksha? Do you believe in anything similar? What helps to guide you to make correct decisions? CHALLENGE: “An eye for an eye and everyone shall be blind.” Ghandi was a non-violent campaigner. What does this quote from Ghandi mean? How does it relate to Karma? Lesson 4: Learning Logs

DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Provokes challenging questions Encourages pupils to explore their own beliefs Enables pupils to build their sense of identity and belonging, Teaches pupils to develop respect for others, Prompts pupils to consider their responsibilities t	❖ Provide an objective and critical study of religions and non-religions worldviews. ❖ Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self awareness. ❖ Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. ❖ Help pupils reflect upon their own values and beliefs. ❖ Provide opportunities for reflection and personal response. ❖ To enable children to handle and explore a range of religious artefacts to enrich learning. ❖ Exploration through real life experiences including children's own experiences, visits, visitors, internet sites.	Key question: What is the best way for a Christian to show commitment to God? LO: to debate whether lying is always wrong LO: to investigate Christian beliefs and commitment to God. LO: to analyse the impact of famous Christians LO: to formulate an explanation about my own beliefs about Christians commitment to God and eternal life.	Christianity Church Cross Commitment Believing Practices Ten Commandments God Jesus Holy spirit Prayer Christian Aid week Martin Luther King Mother Teresa	Lesson 1: Is It ever ok to lie? - Explore the initial question. Children to hold a debate. - Tell children the story ' The Hiding Place' by Corrie Ten Boom – Christian lady lied to German soldiers about Jews she was hiding. - Continue debate now. - Was telling the truth in this scenario more important than saving lives? CHALLENGE: Explain a situation where it might be ok to lie Lesson 2: How do Christians behave to show commitment? - Relate back to the previous lesson- do you think Christians ever lie? - Investigate ways Christians show commitment to God – focus on the format of the 10 commandments – pupils to order these and rank them in importance. - Children to complete a mind map explaining other ways Christians show commitment. BROADEN: Investigate Galatians quote , Christians should display love, joy, peace, patience etc. Is this doable? Does it show commitment to God? Lesson 3: How have famous people shown commitment to God? - Children to investigate and analyse the impact of famous Christians who have tried to show commitment to God – Martin Luther King, Mother Teresa, Christian Aid workers. Choose one to create a profile about. EXPAND: Research another famous Christian and explain how they have shown commitment to God Lesson 4: What is the best way to show commitment to God? - Explore all of the ways we have seen Christians showing commitment. - Talk about why Christians show commitment to God (gaining eternal life). Can we compare this to Hinduism? - Children to answer the question 'What is the best way for Christians to show commitment?' In detail. EXTEND: Does Hinduism and Christianity have any similarities? Reflect, thinking about everything we have learned this year.



Year 6

DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Beliefs and practices - What is the best way to show commitment to God?	Pathway 3 Y6 – Beliefs and practices – showing commitment to God. I know that Muslims show commitment to God by following the 5 Pillars of Islam. I can explain some of the ways that Muslims show commitment to God. I can explain why Muslims show commitment to God in different ways and suggest what I think is the best way for Muslims to show commitment to God.	L.O: I can compare the commitments of others and understand their way of living as a practicing believer. L.O: I can analyse the impact a Muslims commitment to God can have on daily life. L.O: I can explain the importance of each commitment and why it demonstrates Muslim's faith to Allah. L.O: I can reason and explain the importance of fasting in Islam L.O: I can evaluate my understanding of Islamic commitment by assessment and creation of my own topical questions	Islam Muslim Allah Muhammad (PBUH) Prophet The Five pillars of Islam: The Shahadah, Salah Sawm, Zakat, Hajj Ramadan Eid-ul-Fitr Wudu ka'bah Mecca Values Commitment	<u>Learning entry task completed.</u> L1- Discuss and analyse pupils' everyday commitments like sports clubs etc. Compare their own commitments to those in Islam linking to the Five Pillars. Explore whether children have any experience or knowledge of these commitments. Relate these to their own commitments and children create a recipe for someone to show commitment. What is commitment? How can it be shown? CHALLENGE: 'The Islamic religion requires followers to be more committed than in other religions' Do you agree or disagree? Argue your response. L2- Refer back to commitment from last lesson. Discuss the impact their commitment to prayer can have upon their daily life. Children create a timetable of their own to include theirs commitments and evaluate how difficult it would be to dedicate their time to. EXPAND: 'Which prayer do you think is the most convenient?' L3- Children study the 3rd pillar of Islam, making notes of the key demands each expects in their daily lives. Children discuss why each is important for a Muslim and how it shows commitment to Allah. Children complete question tasks on each pillar. EXTEND: 'I give to charity just the same as Muslims do. It makes me feel so proud that I am giving my hard-earned money to the poor.' How would a Muslim feel about this statement? Debate the similarities and differences between the two views. L4 – Children recap Zakah and answer 3 questions regarding this. Children focus on pillar 4 – Sawm. Children watch a video explaining Ramadan and make notes on the key points. Children complete task filling in the information about Sawm on the activity sheets. BROADEN– In some countries, it is considered a crime to ignore Ramadan and not fast. What do you think about this? L5– Children learn about the 5th pillar of Islam. Go through the information on the PowerPoint and show children the video. Children will demonstrate their understanding by making a Hajj passport. EXPAND – Use your research to consider and compare each commitment. Argue which pillar you believe shows the commitment to Allah the most. Children to debate this as a class and hear all points. L6 – Children complete learning log exit task and assess their own knowledge of the topic. They create their own mind-map of their new learning and compose a multiple choice quiz for a peer to use to assess their understanding of the unit.

Subject – RE					Context- Christianity “How significant was it that Mary was Jesus’s mother?”				
DAS		Key Concepts Link		Key Knowledge and Pathway		Vocabulary		Activity	
- Describe key aspects of religions, especially the people, stories and traditions which influence beliefs and values. - Identify and begin to describe the similarities and differences within and between religions. - Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. - Use specialist vocabulary in communicating their knowledge and understanding..		To provide an objective and critical study of religious and non-religious worldviews. Develop attitudes of curiosity, appreciation, awe and wonder, open mindedness and self-awareness. Develop skills of interpretation, empathy, investigation, discernment, reflection and expression. Help pupils reflect upon their own values and beliefs. Provide opportunities for reflection and personal response. To enable children to handle and explore a range of religious artefacts to enrich learning. Exploration through real life experiences.		L.O: I can discuss and reflect upon important events in my life and why I was chosen L.O: I can analyse information and what is implies about Mary, mother of Jesus L.O: I can explain the word “incarnate” and incarnation in Christianity L.O: I can create a character of profile of Mary justifying why I think she has certain traits <u>Assessment task</u> L.O: To assess and reflect upon my understanding of the topic		Shepard Mary Depiction Art Popular culture Incarnate Jesus Chosen one Incarnation God Human Father		<u>Topic vocabulary sheets</u> <u>L1</u> Retrieval task – Brain Dump task – PPT1 Show image on board. Have chn discuss who it might be? What significance she has to Christianity and why? Why is she important? They can add any other know facts to their work as a starting point to their learning. Chn consider instances in their own life where they have been chosen for something important – a role/ club/ team or special event. What emotions did they feel at the time and when was it? How did they feel after being chosen for this position? Chn to describe the special event in a paragraph in their book as though it is a blog post telling others of what significant event occurred. They can decorate in their chosen way to demonstrate their understanding of the intended audience. <u>L2</u> Chn analyse artwork depicting Mary in different ways. They discuss what they think each show and what the differences are between the art pieces. What kind of person is Mary shown to be in the art? Why is she presented in this way? Chn study biblical pieces (Luke 1:26-38 and Luke 1:47-55) They read the scriptures and encouraged to make notes and highlight important words and phrases related to Mary in the extract. Q What was special about Mary? Why di you think she was chosen by God to be Jesus’ mother? <u>L3</u> Key question to open lesson (PPT3) Why are Christians amazed at the incarnation? Children to list alternative names Christians give to God: Father/ Shepard/ all-powerful/ all-knowing. Children create their own definition of the incarnation in terms of Christianity and what it means to Christians. Use video to give chn guidance and support in their work descriptions. Children can create a table detailing qualities Christians would want in “God” and also “A new born child”. Statements of true/false for LA chn. <u>L4</u> Refer back to artwork produced of Mary, mother of Jesus. Look at a wider range and in tables, chn list adjectives to describe the traits that the artwork imply and refer also to the Biblical passages that were also linked to Mary. Children to create a prgile for Mary – use of adjectives and some can justify their reasons for these adjectives using evidence from what they have seen (pictures) and read (Bible). Quotes can be lifted from the passages too with references to add extra detail to their Mary profile piece. Children to cover key areas: appearance, personality. <u>L5</u> Chn assess their learning. Q. How significant is it that Mary was Jesus’ mother? Use quiz task to complete exit for learning lag and chn can complete any additional learning around the piece. Pose the discussion question: If Jesus was born on Earth today, what would his mother be like?	

Subject – RE - Is anything Eternal?

DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.	For children to understand and have the confidence and vocabulary to discuss their knowledge and understanding of eternity. For children to understand and be able to discuss their understanding of Christian beliefs of eternity. Children are able to discuss with confidence the teachings of the Bible in relation to eternity.	<u>Pathway 1 – Christianity</u> L.O: I can explain the definition of eternity L.O: I can evaluate different beliefs about eternity and understand the Christian view on this idea. L.O: I can express my view on eternity and consider the Christian perspective L.O: I can reflect and assess my understanding of the concept eternity	Eternal – lasting or existing forever Security – the state of being free from danger or threat Sacred – connected with a god or dedicated to a religious purpose Christianity - the religion based on the teachings of Vow – a solemn promise Unconditional – not subject to any conditions Ever lasting – continuing for a long time Eternity – infinite or unending time Sacrifice – offer as a religious sacrifice Humanist – a follower of the principles of Forgiveness Respect – a feeling of deep admiration for someone or something elicited by their abilities Viewpoint – a position giving a good view Heaven – a place regarded in various religions as the abode of God (or gods) and the angels, and of the good after death. Hell – a place regarded in various religions as a spiritual realm of evil	<u>L1: What is the meaning of eternity?</u> Define the term 'eternal.' Children will consider their view on whether certain objects/ items/ feelings are eternal. Various tasks discussing the lifespan of a variety of things. EXTEND – Is there anything that is not eternal that children wish could be? Why might we not want all things to be eternal? <u>L2: What do Christians believe about eternity?</u> Children discuss Christian beliefs in relation to what makes something eternal. Children explore different Bible references and discuss the teachings of Jesus in relation to eternal love and unconditional love. Children study these Biblical extracts and summarise their understanding of love. EXPAND – Children are able to discuss the Bible passage and explain why God forgave the brothers and what this tells us about God. <u>L3: What are my own beliefs about eternity?</u> Children to discuss their understanding of Heaven and Hell. Children consider what each of these concepts are and what they mean to them. Explore the Christian resurrection John 3 : 16 showing life after death. (eternal life) Other examples will also be used to show resurrection appearances.. Children to write about eternity in books using references from the Christian Bible stories studied and their own view on the topic. BROADEN-Are children able to articulate, according to a Christian, which people 'deserve' to go to Heaven/Hell? Is this a permanent thing? What are God's expectations? <u>L4: What have I learnt about eternity and the views of others?</u> Children complete learning log quiz on eternity. Children will be encouraged to refer to Biblical examples to link their view along with that of the Christian faith.

Subject – Re (Christianity and Easter)



DAS	Key Concept Link	Key Knowledge and Pathway	Key Vocabulary	Key Activities
AT 1 Pupils are able to produce organised descriptions of religious life. They also show an elementary knowledge of beliefs or teachings which are specific to particular religions. They demonstrate a simple understanding of religious faith often by linking statements together to provide a coherent account. They make use of specialist religious vocabulary. AT 2 Pupils are able to support an opinion usually making use of relevant reasons. Some of these reasons may not be defensible or clearly distinct from each other	The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area. The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life. The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.	<u>Pathway 1 – Christianity</u> LO: I can identify and discuss influential people in our lives LO: I can identify different Christian charities and justify their importance LO: I can argue whether Christianity is a strong religion 2000 years after Jesus was on the earth LO: I can create and justify my own commandments	Christianity – the religion based on the life and teaching of Jesus Crucified – put to death by nailing to a cross Crucifixion – A method of punishment in which a person is nailed to a cross Disciples – followers of Jesus during his life Easter – The Christian festival during which the death and resurrection of Jesus is recalled Holy communion – remembrance of the body and blood of Jesus when he died on the cross Good Friday – the day which Christians recall the death of Jesus on a cross Last supper – the meal that Jesus shared with his disciples before his death Lent – the time of year when Christians prepare for Easter Redeemed – to buy or win back Redemption – the act of saving from sin Resurrection- to return back to life after death Sin – an action that breaks a religious law	<u>L1</u> Children discuss whether sacred texts have to be 'true' to help people understand their religion, as well as whether participating in worship helps people to feel closer to God or their faith community. Children write about their goals and how they can display the qualities of an inspirational person. Key question: Is religion the most important influence and inspiration in everyone's life? EXPAND- What impact do inspirational people have on the lives of others? How does the word 'inspiration' link to Christianity? <u>L2</u> Children will learn about and focus on three Christian charities. Children explore passages in the Bible that refer to giving to others/treating others as you wish to be treated. After exploring the charities, children demonstrate their understanding by comparing the work of two separate charities. Key question: What do Christians believe about giving to charity? EXTEND –What challenges might charities come across? Is there any way of overcoming these issues? <u>L3</u> Introduce the question, 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?' Discuss whether festivals and symbols show that Christianity is still a strong religion. Children will write a debate piece, arguing this issue. CHALLENGE – What do you think could have a further impact on religious beliefs in the future? Key question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? <u>L4</u> If you were starting a religion now that would help make the world a better place, what would be the Ten Commandments you would ask people to live by? Children write and justify their commandments. Key question: What do you think are the most important rules that people should follow? BROADEN- Justify which of your commandments are most important. Explain why

Subject – Re (Christianity and Easter)



DAS	Key Concept Link	Key Knowledge and Pathway	Key Vocabulary	Key Activities
AT 1 Pupils are able to produce organised descriptions of religious life. They also show an elementary knowledge of beliefs or teachings which are specific to particular religions. They demonstrate a simple understanding of religious faith often by linking statements together to provide a coherent account. They make use of specialist religious vocabulary. AT 2 Pupils are able to support an opinion usually making use of relevant reasons. Some of these reasons may not be defensible or clearly distinct from each other	The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area. The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life. The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.	<u>Pathway 1 – Christianity</u> LO: I can identify and discuss influential people in our lives LO: I can identify different Christian charities and justify their importance LO: I can argue whether Christianity is a strong religion 2000 years after Jesus was on the earth LO: I can create and justify my own commandments	Christianity – the religion based on the life and teaching of Jesus Crucified – put to death by nailing to a cross Crucifixion – A method of punishment in which a person is nailed to a cross Disciples – followers of Jesus during his life Easter – The Christian festival during which the death and resurrection of Jesus is recalled Holy communion – remembrance of the body and blood of Jesus when he died on the cross Good Friday – the day which Christians recall the death of Jesus on a cross Last supper – the meal that Jesus shared with his disciples before his death Lent – the time of year when Christians prepare for Easter Redeemed – to buy or win back Redemption – the act of saving from sin Resurrection- to return back to life after death Sin – an action that breaks a religious law	<u>L1</u> Children discuss whether sacred texts have to be 'true' to help people understand their religion, as well as whether participating in worship helps people to feel closer to God or their faith community. Children write about their goals and how they can display the qualities of an inspirational person. Key question: Is religion the most important influence and inspiration in everyone's life? EXPAND- What impact do inspirational people have on the lives of others? How does the word 'inspiration' link to Christianity? <u>L2</u> Children will learn about and focus on three Christian charities. Children explore passages in the Bible that refer to giving to others/treating others as you wish to be treated. After exploring the charities, children demonstrate their understanding by comparing the work of two separate charities. Key question: What do Christians believe about giving to charity? EXTEND –What challenges might charities come across? Is there any way of overcoming these issues? <u>L3</u> Introduce the question, 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?' Discuss whether festivals and symbols show that Christianity is still a strong religion. Children will write a debate piece, arguing this issue. CHALLENGE – What do you think could have a further impact on religious beliefs in the future? Key question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? <u>L4</u> If you were starting a religion now that would help make the world a better place, what would be the Ten Commandments you would ask people to live by? Children write and justify their commandments. Key question: What do you think are the most important rules that people should follow? BROADEN- Justify which of your commandments are most important. Explain why

Subject – Re (Islam)

DAS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.	The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area. The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life. The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.	LO: I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. LO: I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	- Allah – the word for God used by Muslims. - Islam – the religion believed in by Muslims. - Muhammad – believed by Muslims to be the last and final prophet sent by God. - Muslim – a person who believes in and practices Islam. - Prophet – a person who has been given words or messages from God to pass onto others. - Akhirah – Muslim afterlife.	<u>Lesson 1</u> – Does belief in Akhirah help Muslims lead good lives? Sugar paper paired partner task – what isn't by the term – 'leading a good life'? What motivates people to lead a good life presentations. Recap the main Islamic prophet Muhammad and why he was chosen as the messenger of God. Video clip how Muslims aim to live their lives. Focus on how Muslims believe they should behave and live their lives – informative poster. Video clip BBC 3031 online – what does it mean to be Muslim. Pupils to learn about and identify the Muslim beliefs in heaven and how it motivates them to lead a good life. Identify the eight doors of heaven. Spider diagram the main features of the eight door beliefs. EXTEND If everyone made better life choices could earth become like heaven? <u>Lesson 2</u> - Recap main learning so far – does Muslim belief in Akhirah help Muslims lead good lives? Goldfish bowl debate activity. Identify and discuss the arguments both for and against this statement. Evaluate – if everyone made better life choices could earth become like heaven? Learning log end of topic assessment. EXTEND- How might it be a struggle for Muslims to lead a good life by following Akhirah?



IMPACT

Year 1 Attainment – expected or above	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	96	96	92	96	95	97	98	97	94	NA
	Boys	97	97	91	96	96	97	99	97	91	NA
	Girls	94	94	92	96	94	98	98	98	98	NA
	Gender gap	3	3	1	0	2	1	1	1	7	NA
	Pupil Premium	88	88	88	100	94	100	100	100	88	NA
	Non PP	97	97	92	95	95	97	98	97	95	NA
	PP gap	9	9	4	5	1	3	2	3	7	NA
	EAL	67	67	67	67	67	67	67	67	67	NA
	Non EAL	97	97	92	97	96	98	99	98	95	NA
	EAL gap	30	30	25	30	29	31	32	31	28	NA
	SEN	85	85	77	69	69	85	92	85	62	NA
	Non SEN	97	97	93	99	98	99	99	99	98	NA
	SEN gap	12	12	16	30	29	14	7	14	36	NA

Year 1 Attainment – High Attaining	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	13	23	15	16	17	20	14	7	3	NA
	Boys	15	31	21	18	19	15	15	9	6	NA
	Girls	10	12	8	14	14	27	14	4	0	NA
	Gender gap	5	19	13	4	5	12	1	5	6	NA
	Pupil Premium	0	6	0	0	0	18	0	6	6	NA
	Non PP	15	25	18	19	20	21	17	7	3	NA
	PP gap	15	19	18	19	20	3	17	1	3	NA
	EAL	0	0	0	0	0	33	0	0	0	NA
	Non EAL	13	23	16	16	17	20	15	7	3	NA
	EAL gap	13	23	16	16	17	13	15	7	3	NA
	SEN	0	8	8	0	0	0	0	8	0	NA
	Non SEN	14	25	16	18	19	23	16	7	4	NA
	SEN gap	14	17	8	18	19	23	16	1	4	NA

Year 2 Attainment – expected or above	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	90	86	90	92	90	94	92	90	94	NA
	Boys	85	83	88	91	86	92	89	88	94	NA
	Girls	98	90	93	93	95	98	95	93	95	NA
	Gender gap	13	7	5	2	9	6	6	5	1	NA
	Pupil Premium	67	67	73	73	67	93	80	80	87	NA
	Non PP	93	89	92	95	93	95	93	91	96	NA
	PP gap	26	22	19	23	26	2	13	11	9	NA
	EAL	100	80	100	80	100	100	80	80	100	NA
	Non EAL	89	86	89	92	89	94	92	90	94	NA
	EAL gap	11	6	11	12	11	6	12	10	6	NA
	SEN	31	31	69	46	31	62	46	38	54	NA
	Non SEN	98	94	98	98	98	99	98	97	100	NA
	SEN gap	67	63	29	52	67	37	42	59	46	NA

Year 2 Attainment – High Attaining	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	17	21	22	26	20	26	18	22	10	NA
	Boys	20	27	23	28	20	23	11	18	14	NA
	Girls	12	10	22	24	20	32	29	29	5	NA
	Gender gap	8	17	1	4	0	9	18	11	9	NA
	Pupil Premium	7	7	0	7	0	13	0	7	0	NA
	Non PP	18	23	26	30	23	28	21	25	12	NA
	PP gap	11	16	26	23	23	15	21	18	12	NA
	EAL	0	20	0	0	60	20	0	20	0	NA
	Non EAL	18	21	24	28	18	26	19	23	11	NA
	EAL gap	18	1	24	28	42	6	19	3	11	NA
	SEN	0	0	31	0	0	0	8	8	0	NA
	Non SEN	19	23	26	30	22	30	19	24	12	NA
	SEN gap	19	23	5	30	22	30	11	16	12	NA

Year 3 Attainment – Expected or above	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	89	94	88	84	92	94	92	91	92	91
	Boys	86	92	88	85	92	88	86	85	90	88
	Girls	93	96	87	83	93	100	98	98	94	94
	Gender gap	7	4	1	2	1	12	12	13	4	6
	Pupil Premium	76	90	81	76	95	100	90	90	90	86
	Non PP	92	95	89	86	91	92	92	91	92	92
	PP gap	16	5	8	10	4	8	2	1	2	6
	EAL	100	100	100	100	67	100	67	67	100	67
	Non EAL	89	94	87	84	93	94	93	92	92	92
	EAL gap	11	6	13	16	26	6	26	25	8	25
	SEN	59	71	59	53	65	88	59	59	82	63
	Non SEN	95	98	93	90	97	95	98	97	94	96
	SEN gap	36	27	34	37	22	7	39	38	12	33

Year 3 Attainment – High Attaining	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	16	12	16	21	16	4	16	12	2	13
	Boys	20	14	17	22	14	3	12	8	3	14
	Girls	11	11	15	20	19	6	20	15	0	13
	Gender gap	9	3	2	2	5	3	8	7	3	1
	Pupil Premium	5	10	5	5	5	0	5	5	0	5
	Non PP	18	13	18	25	18	5	18	13	2	15
	PP gap	13	3	13	20	13	5	13	8	2	10
	EAL	0	0	0	0	0	0	0	0	0	0
	Non EAL	16	13	16	22	16	5	16	12	2	14
	EAL gap	16	13	16	22	16	5	16	12	2	14
	SEN	0	0	0	0	6	6	6	0	0	6
	Non SEN	19	15	19	25	18	4	18	14	2	15
	SEN gap	19	15	19	25	12	2	12	14	2	9

Year 4 Attainment – Expected or above	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	87	92	86	87	86	92	89	92	97	86
	Boys	86	92	81	86	83	87	84	87	97	81
	Girls	91	91	91	91	91	98	95	98	98	93
	Gender gap	5	1	10	5	8	11	11	11	1	12
	Pupil Premium	82	86	77	82	86	95	77	91	100	82
	Non PP	89	93	88	89	86	91	92	92	97	87
	PP gap	7	7	11	7	0	4	15	1	3	5
	EAL	88	100	88	88	75	86	100	75	100	88
	Non EAL	87	91	85	87	86	92	88	93	97	86
	EAL gap	1	9	3	1	11	6	12	18	3	2
	SEN	54	62	46	54	46	77	62	69	85	46
	Non SEN	92	95	90	92	91	93	92	94	99	91
	SEN gap	38	33	44	38	45	16	30	25	14	45

Year 4 Attainment – High Attaining	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	29	30	32	32	29	17	31	33	26	29
	Boys	30	32	33	33	27	10	27	27	32	29
	Girls	29	29	31	31	31	25	35	40	20	31
	Gender gap	1	3	2	2	4	15	8	13	12	2
	Pupil Premium	32	32	36	36	36	27	36	41	23	32
	Non PP	29	30	31	31	27	15	29	31	27	29
	PP gap	3	2	5	5	9	12	7	10	4	3
	EAL	13	13	13	13	13	0	29	25	0	13
	Non EAL	31	32	34	33	30	18	31	33	28	31
	EAL gap	18	19	11	20	17	18	2	8	28	18
	SEN	0	0	0	0	0	0	0	8	0	0
	Non SEN	33	34	36	36	32	19	35	36	29	33
	SEN gap	33	34	36	36	32	19	35	28	29	33

Year 5 Attainment – Expected or above	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	98	95	92	93	96	99	99	95	98	96
	Boys	97	97	97	93	95	98	98	93	98	97
	Girls	100	93	89	93	96	100	100	96	98	95
	Gender gap	3	4	8	0	1	2	2	3	0	2
	Pupil Premium	100	92	92	96	96	100	100	96	96	96
	Non PP	98	96	92	92	96	99	99	95	99	96
	PP gap	2	4	0	4	0	1	1	1	3	0
	EAL	91	82	82	91	91	90	100	73	91	82
	Non EAL	99	96	94	93	96	100	99	97	99	97
	EAL gap	8	14	12	2	5	10	1	24	8	15
	SEN	94	83	94	78	83	94	94	83	89	94
	Non SEN	99	97	92	96	98	100	100	97	100	96
	SEN gap	5	14	2	18	15	6	6	14	11	2

Year 5 Attainment – High Attainers	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	35	26	25	27	28	22	27	20	23	23
	Boys	36	25	22	22	19	19	19	12	31	19
	Girls	35	25	27	31	36	25	38	27	15	27
	Gender gap	1	0	5	9	17	6	19	15	16	8
	Pupil Premium	25	8	4	8	13	25	33	8	21	4
	Non PP	28	30	30	32	32	21	26	23	24	28
	PP gap	13	22	26	24	19	4	7	15	3	24
	EAL	55	27	27	36	18	30	18	9	27	36
	Non EAL	33	25	24	25	28	21	29	20	23	22
	EAL gap	22	2	3	11	10	9	11	11	4	14
	SEN	22	11	6	11	11	22	11	6	6	0
	Non SEN	37	28	28	30	31	22	30	22	26	27
	SEN gap	15	17	22	19	20	0	19	16	20	27

Year 6 Attainment – Expected or above	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	88	92	87	93	90	88	91	93	94	82
	Boys	82	91	80	89	84	80	84	93	93	73
	Girls	94	94	94	98	96	96	98	94	96	92
	Gender gap	12	3	14	9	12	16	14	1	3	19
	Pupil Premium	71	86	76	90	81	81	81	86	86	71
	Non PP	92	94	89	94	92	89	93	95	96	85
	PP gap	21	8	13	4	11	8	12	9	10	14
	EAL	100	100	100	100	100	100	95	100	100	90
	Non EAL	85	91	84	92	87	85	90	92	93	80
	EAL gap	15	9	16	8	13	15	5	8	7	10
	SEN	47	67	47	73	47	33	67	67	67	33
	Non SEN	95	97	93	97	97	97	95	98	99	90
	SEN gap	48	30	46	24	50	64	28	31	32	57

Year 6 Attainment – High Attainers	Subject	Science	Computing	Geography	History	RE	Music	Art	DT	PE	MFL
	Overall	25	13	14	25	19	3	18	13	8	8
	Boys	18	20	9	22	11	2	4	11	7	4
	Girls	31	6	20	27	27	4	33	16	10	12
	Gender gap	13	14	11	5	16	2	29	5	3	8
	Pupil Premium	5	5	0	14	5	0	0	0	0	0
	Non PP	29	15	18	27	22	4	22	16	11	9
	PP gap	24	10	18	13	17	4	22	16	11	9
	EAL	25	5	10	20	30	5	10	10	0	10
	Non EAL	24	15	15	26	16	2	20	14	10	7
	EAL gap	1	10	5	6	14	3	10	4	10	3
	SEN	0	13	0	7	0	0	0	0	7	0
	Non SEN	29	13	16	27	22	3	21	15	9	9
	SEN gap	29	0	16	20	22	3	21	15	2	9