

Longstone Primary School Curriculum

Medium Term Planning: Religious Education





CURRICULUM DESIGN: RELIGIOUS EDUCATION



RE Intent

At Longstone CE (VA) Primary School, we believe that it is important for all of our pupils to learn about religion, so that they can understand and **shine** in the world around them. Our aim, as a Church of England primary school, is to **nurture** the children to develop a knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour; develop the ability to make reasoned and informed judgements about religious and moral issues and enhance the children's spiritual, moral, social and cultural development.

Our RE teaching reflects the Christian values that our school upholds and is taught via a series of big questions from the Derbyshire Agreed Syllabus for Religious Education which **ignite** a curiosity within the child and encourage them to explore. We encourage our children to ask and investigate questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that the children are aware of their rights and responsibilities as UK citizens.

RE Implementation

We use the Derbyshire Agreed Syllabus for Religious Education. The R.E. syllabus sets a key question for each unit of learning, these are categorised into learning about Believing (religious beliefs, teaching and sources; questions about meaning, purpose and truth), Expressing (Religious and spiritual forms of expression; questions about identity and diversity) and Living (religious practices and ways of living; questions about values and commitments).

As the children progress through school they discover these aspects of learning, then explore them before connecting them together towards the end of their primary education. Once the children move on to secondary education they build on this by interpreting and applying their learning. The predominant monocultural and monoreligious nature of our immediate community increases the importance of learning in R.E.

Our RE curriculum is delivered via a cycle which builds upon children's knowledge in each area of Religious Education over time to ensure that the children gain a depth of knowledge by Year 6.

Our curriculum is delivered through a variety of learning experiences including handling artefacts, exploring sacred texts, using imaginative play or drama to express feelings and ideas, responding to images, games, stories, art, music and dance, meeting visitors from local religious communities, making visits to religious places of worship where possible, and where not, making use of videos and the internet, taking part in whole school events- (multi-faith days, Harvest Festival, school performances), participating in moments of quiet reflection, participating in Open the Book assemblies, using ICT to further explore religion and belief globally, comparing religions and worldviews through discussion, debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these.

RE Impact

Our Religious Education Curriculum impacts pupils in the following ways:

- Extends their knowledge and understanding of religions and beliefs
- Develops a religious vocabulary and interpret religious symbolism in a variety of forms
- Reflects on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- Explores ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

By the end of each key stage, pupils are expected to know, understand and apply skills related to attainment targets and learning themes embedded within the Derbyshire Agreed Syllabus for RE. Termly summative assessments are used to determine the children's' understanding and inform teacher's planning and further differentiated support for pupils.



4-YEAR KNOWLEDGE CYCLE



The RE curriculum is a scheme of work which ensures progression from EYFS all the way through to year 6. Children will encounter the full range of religious areas of study repeatedly throughout their life at the school.

CYCLE A						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/Y1	DS: BELIEVING 1.1 Who is a Christian and what do they believe?	UC: INCARNATION & GOD Why does Christmas matter to Christians	DS: EXPRESSING F3: What places are special and why?	UC: SALVATION Why does Easter matter to Christians?	DS: LIVING 1.7 What does it mean to belong to a faith community?	UC: GOD What do Christians believe God is like?
YEAR 1/2	DS: BELIEVING 1.3 Who is Jewish and what do they believe?	UC: INCARNATION & GOD Why does Christmas matter to Christians	DS: EXPRESSING 1.6 How and why do we celebrate special times? Christians and Jewish people	UC: SALVATION Why does Easter matter to Christians?	DS: LIVING 1.8 How should we care for others and the world and why does it matter? Muslims and Jewish people	UC: GOD What do Christians believe God is like?
YEAR 3 /4	DS: BELIEVING L2.1 What do different people believe about God?	UC: INCARNATION AND GOD What is the trinity?	DS: EXPRESSING L2.4 Why do some people pray?	UC: SALVATION Why do Christians call the day Jesus died 'Good Friday'?	DS: LIVING L2.7 What does it mean to be a Christian in Britain today?	UC: PEOPLE OF GOD What is it like to follow God?
Year 5/6	DS: BELIEVING U2.1 Why do some people believe God exists?	UC: INCARNATION AND GOD Is Jesus the Messiah?	DS: EXPRESSING L2.6 Why do some people think that life is a journey and what significant experiences mark this?	UC: SALVATION What did Jesus do to save human beings?	DS: LIVING U2.7 What most to Christians and Humanists?	UC: PEOPLE OF GOD How can following God bring freedom and justice?

CYCLE B						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/YEAR 1/2	UC: CREATION Fall Creation and Science Who made the world?	DS: BELIEVING 1.2 Who is a Muslim and what do they believe?	UC: GOSPEL What is the good news Jesus brings?	DS: EXPRESSING 1.5 What makes some places sacred? Christian, Jewish and Muslim people		DS: LIVING 1.7 What does it mean to belong to a community? Christians
YEAR 1/2	UC: CREATION Fall Creation and Science Who made the world?	DS: BELIEVING 1.4 What can we learn from sacred books? Christian, Jewish and Muslim people	UC: GOSPEL What is the good news Jesus brings?	DS: EXPRESSING 1.6 How and why do we celebrate special and sacred times? Christians		DS: LIVING 1.8 How should we care for others and the world and why does it matter? Christians
YEAR 3 /4	UC: CREATION & FALL What do Christians learn from the creation story	DS: BELIEVING L2.2 Why is the Bible so important to Christians today?	UC: GOSPEL What kind of world did Jesus want?	DS: EXPRESSING L2.5 Why are festivals important to religious communities?		DS: LIVING L2.8 What does it mean to be a Hindu living in Britain today?
Year 5/6	UC: CREATION & FALL Science: Conflicting or complementary?	DS: BELIEVING U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st Century?	UC: GOSPEL What would Jesus do?	DS: EXPRESSING U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?		DS: LIVING U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?

CYCLE C						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/YEAR 1/2	DS: BELIEVING 1.1 Who is a Christian and what do they believe?	UC: INCARNATION & GOD Why does Christmas matter to Christians	DS: EXPRESSING F3: What places are special and why?	UC: SALVATION Why does Easter matter to Christians?	DS: LIVING 1.7 What does it mean to belong to a faith community?	UC: GOD What do Christians believe God is like?
YEAR 1 / 2	DS: BELIEVING 1.3 Who is Jewish and what do they believe?	UC: INCARNATION & GOD Why does Christmas matter to Christians	DS: EXPRESSING 1.6 How and why do we celebrate special times? Christians and Jewish people	UC: SALVATION Why does Easter matter to Christians?	DS: LIVING 1.8 How should we care for others and the world and why does it matter? Muslims and Jewish people	UC: GOD What do Christians believe God is like?
YEAR 3 / 4	DS: BELIEVING L2.1 What do different people believe about God?	UC: INCARNATION AND GOD What is the trinity?	DS: EXPRESSING L2.4 Why do some people pray?	UC: SALVATION Why do Christians call the day Jesus died 'Good Friday'?	DS: LIVING L2.7 What does it mean to be a Christian in Britain today?	UC: PEOPLE OF GOD What is it like to follow God?
Year 5/6	DS: BELIEVING U2.1 Why do some people believe God exists?	UC: INCARNATION AND GOD Was Jesus the Mesiah?	DS: EXPRESSING L2.6 Why do some people think that life is a journey and what significant experiences mark this?	UC: SALVATION What did Jesus do to save human beings?	DS: LIVING U2.7 What most to Christians and Humanists?	UC: PEOPLE OF GOD How can following God bring freedom and justice?

CYCLE D						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/YEAR 1/2	UC: CREATION Fall Creation and Science Who made the world?	DS: BELIEVING 1.2 Who is a Muslim and what do they believe?	UC: GOSPEL What is the good news Jesus brings?	DS: EXPRESSING 1.5 What makes some places sacred? Christian, Jewish and Muslim people		DS: LIVING 1.7 What does it mean to belong to a community? Christians
YEAR 1 / 2	UC: CREATION Fall Creation and Science Who made the world?	DS: BELIEVING 1.4 What can we learn from sacred books? Christian, Jewish and Muslim people	UC: GOSPEL What is the good news Jesus brings?	DS: EXPRESSING 1.6 How and why do we celebrate special and sacred times? Christians		DS: LIVING 1.8 How should we care for others and the world and why does it matter? Christians
YEAR 3 / 4	UC: CREATION & FALL What do Christians learn from the creation story	DS: BELIEVING L2.2 Why is the Bible so important to Christians today?	UC: GOSPEL What kind of world did Jesus want?	DS: EXPRESSING L2.5 Why are festivals important to religious communities?		DS: LIVING L2.8 What does it mean to be a Hindu living in Britain today?
Year 5/6	UC: CREATION & FALL Science: Conflicting or complementary?	DS: BELIEVING U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st Century?	UC: GOSPEL What would Jesus do?	DS: EXPRESSING U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?		DS: LIVING U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?



MILESTONES PROGRESSION



	Y1	Y2	Y3	Y4	Y5	Y6
KNOW ABOUT & UNDERSTAND (LIVING)	<ul style="list-style-type: none"> Recall, name and talk about materials in RE Pupils discover how Jewish people worship and celebrate Shabbat. Name the Jewish religion, and talk about what happens on Shabbat at home and in the Jewish community. 	<ul style="list-style-type: none"> Retell stories, suggesting meanings for sources of wisdom, for festivals and for acts of worship. Pupils enact stories from Holy Week and Easter, and parts of the Diwali story. They discuss the ideas and characters, and suggest what the stories mean. 	<ul style="list-style-type: none"> Describe religions and worldviews, connecting ideas. Pupils select their favourite 2 or 3 'wise sayings' from different sources (Bible, Qur'an, Torah). Describe what each religion teaches in relation to the sayings. Describe connections between wise sayings from different religions. 	<ul style="list-style-type: none"> Outline ideas and practices, linking different viewpoints. Consider different possible meanings for parables of Jesus. Consider what parables mean to Christians today. Give reasons why they consider one is a better interpretation than another. 	<ul style="list-style-type: none"> Explain the impact of and connections between ideas, practices, viewpoints. Explain the impact that religious and/or spiritual experiences have had on some people. Give their reasons for accepting or rejecting some explanations of spiritual or religious events, including psychological and theological explanations. 	<ul style="list-style-type: none"> Appreciate and appraise different understandings of religion and worldviews. Examine the architecture of mosques, cathedrals and mandirs in the UK today, developing their appreciation and appraisal of forms and functions of varied places of worship.

**EXPRESSING & COMMUNICATING
(EXPRESSING)**

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Observe, notice and recognise materials in RE. Ask 'Who, What, When, Where, How and Why?' questions about Pesach and Easter. 	<ul style="list-style-type: none"> Ask questions and give opinions about religions, beliefs and ideas. Explore the idea of peace from different religions. Ask questions and say what they like about peace. Say what is important about peace to them. 	<ul style="list-style-type: none"> Give thoughtful responses using different forms of expression in RE. Discuss religious artworks from three different centuries. Explain examples of religious art that they find inspiring. Create expressions of their own religious ideas through art. 	<ul style="list-style-type: none"> Express ideas thoughtfully in RE Express thoughtful ideas about the Five Pillars of Islam. Give a thoughtful idea of their own about the value of the practices. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoints clearly in various forms. use the ideas to explain their viewpoint about the question 'Is religion a force for good or not?' Express ideas about different religious quotes. 	<ul style="list-style-type: none"> Give coherent accounts of beliefs + ideas from different religions. Express insights of their own. Make a comparison of the influence of Aung San Suu Kyi and of Rev Dr Martin Luther King. Give coherent accounts of the impact of ideas such as non-violence, pacifism and spiritual strength. Make coherent connections between Buddhist and Christian ideas and beliefs.

	Y1	Y2	Y3	Y4	Y5	Y6
GAINING & DEPLOYING SKILLS (BELIEVING)	<ul style="list-style-type: none"> • Notice and find out about religions and worldviews • Show curiosity about what Jews or Christians do each day or each week. • Notice some details which interest them, and find out more from a book, an artefact, a photo or some other source. 	<ul style="list-style-type: none"> • Collect, use and respond to ideas in RE. • Collect examples of living together happily both from school life and from religious stories. • Offer ideas of their own to be included in a 'Recipe for living together happily'. 	<ul style="list-style-type: none"> • Consider and discuss questions, ideas and points of view. • Consider and discuss examples of what key leaders from two different faiths have done to make peace. • Raise questions about peace-making. 	<ul style="list-style-type: none"> • Apply ideas about religions and worldviews thoughtfully • Hear the stories of the giving of the Qur'an in Islam. • Consider what members of Islam believe this story shows. • Learn the word 'revelation', and apply the idea to religious stories. • Discuss: what does it mean to believe in revelation? 	<ul style="list-style-type: none"> • Investigate and explain why religions and worldviews matter • Investigate questions about life after death, explaining varied answers, using concepts like consciousness, soul, Nirvana or Paradise. • Explain the impact of varied views about life after death on life today, expressing ideas about destiny reasonably, creatively and thoughtfully. 	<ul style="list-style-type: none"> • Enquire into and interpret ideas, sources and arguments. • Plan an enquiry into identity: why do millions of people identify themselves as atheists, Christians or Muslims in Britain today? • Communicate their interpretations of the worldviews of others accurately.



MEDIUM TERM PLAN



RE Cycle A – Autumn Term								
	Donaldson		Dahl		Morpurgo		Rowling	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
Threshold Concept	DS: BELIEVING	UC: INCARNATION & GOD	DS: BELIEVING	UC: INCARNATION & GOD	DS: BELIEVING	UC: INCARNATION AND GOD	DS: BELIEVING	UC: INCARNATION AND GOD
Resource Reference	DS: 1.1 Who is a Christian and what do they believe?	UC: Why does Christmas matter to Christians	DS: 1.3 Who is Jewish and what do they believe?	UC: Why does Christmas matter to Christians ?	L2.1 What do different people believe about God?	What is the trinity?	U2.1 Why do some people believe God exists?	Was Jesus the Messiah?
Specific Knowledge	<ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the example of Jesus. Recognise some Christian symbols and images used to express ideas about God. Talk about some simple ideas about Christian beliefs about God and Jesus Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means Talk about issues of good and bad, right and wrong arising from the stories Ask some questions about believing in God and offer 	<ul style="list-style-type: none"> I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends (disciples) many who were friendless. 	<ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) Talk about how the mezuzah in the home reminds Jewish people about God Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about 	<ul style="list-style-type: none"> I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends (disciples) many who were friendless. 	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims Retell and suggest the meanings of stories from sacred texts about people who encountered God Describe some of the ways in which Christians Hindus and/or Muslims describe God Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard Identify how and say why it makes a difference in people's lives to believe in God 	<ul style="list-style-type: none"> I know that Christians believe God is Trinity: Father, Son and Holy Spirit; the Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus I know that Christians describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. I know the story of Jesus' baptism (Matthew 3; 11-17) including 	<ul style="list-style-type: none"> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs Give two reasons why a Christian believes in God and one why an atheist does not Outline clearly a Christian understanding of what God is like, using examples and evidence Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging Express thoughtful ideas about the impact of 	<ul style="list-style-type: none"> I know that Jesus was Jewish. I understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah' and that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. and that Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. I know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the



MEDIUM TERM PLAN



RE Cycle A – Spring Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Threshold Concept	DS: EXPRESSING	UC: SALVATION	DS: EXPRESSING	UC: SALVATION	DS: EXPRESSING	UC: SALVATION	DS: EXPRESSING	UC: SALVATION
Resource Reference	DS: F3: What places are special and why?	UC: SALVATION Why does Easter matter to Christians?	DS: EXPRESSING 1.6 How and why do we celebrate special times? Christians and Jewish people	UC: SALVATION Why does Easter matter to Christians?	DS: L2.4 Why do some people pray?	UC: SALVATION Why do Christians call the day Jesus died 'Good Friday'?	DS: L2.6 Why do some people think that life is a journey and what significant experiences mark this?	UC: SALVATION What did Jesus do to save human beings?
Specific Knowledge	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Be aware that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Identify some significant features of sacred places • Recognise a place of worship • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> • Know that Easter is very important in the 'Big story' of the Bible. • I know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. • I know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. • I know that Christians believe in life after death. • I know some of the ways its local church 	<ul style="list-style-type: none"> • Identify a special time they celebrate and explain simply what celebration means • Talk about ways in which Jesus was a special person who Christians believe is the Son of God • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion • Re-tell stories connected with Christmas/ Easter/Harvest/ Pentecost and a festival in another religion and say why these are important to believers • Ask questions and suggest 	<ul style="list-style-type: none"> • Know that Easter is very important in the 'Big story' of the Bible. • I know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. • I know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. • I know that Christians believe in life after death. • I know some of the ways its local church celebrates Easter. 	<ul style="list-style-type: none"> • Describe what some believers say and do when they pray • Respond thoughtfully to examples of how praying helps religious believers • Describe the practice of prayer in the religions studied • Make connections between what people believe about prayer and what they do when they pray • Describe ways in which prayer can comfort and challenge believers • Describe and comment on similarities and differences between how 	<ul style="list-style-type: none"> • I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • I can say what each event of Holy week means for Christians and how they mark these events today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • I know that Christians believe that 	<ul style="list-style-type: none"> • Recall and name some of the ways religions mark milestones of commitment (including marriage) • Identify at least two promises made by believers at these ceremonies and say why they are important • Suggest why some people see life as a journey and identify some of the key milestones on this journey • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean 	<ul style="list-style-type: none"> • I know that some Christians feel called to sacrifice their own needs to the needs of others and I can give an example of this. • I know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. • I can use terms like Messiah, Passion, Salvation and Sacrifice in theological context. • I know that Christians remember Jesus' sacrifice through the



MEDIUM TERM PLAN



RE Cycle A – Summer Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Threshold Concept	DS: LIVING	UC: GOD	DS: LIVING	UC: GOD	DS: LIVING	UC: PEOPLE OF GOD	DS: LIVING	UC: PEOPLE OF GOD
Resource Reference	DS: 1.7 What does it mean to belong to a faith community?	UC: What do Christians believe God is like?	DS: 1.8 How should we care for others and the world and why does it matter? Muslims and Jewish people	UC: What do Christians believe God is like?	DS: L2.7 What does it mean to be a Christian in Britain today?	UC: What is it like to follow God?	DS: U2.7 What means most to Christians and Humanists?	UC: How can following God bring freedom and justice?
Specific Knowledge	<ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them • Show an awareness that some people belong to different religions • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what 	<ul style="list-style-type: none"> • I know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. • I can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. • I know that Christians believe that God is loving kind forgiving and fair. • I know that Christians worship God and pray to him. • I can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you. 	<ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples • Recognise that some people believe God created the world and so we should look after it • Re-tell Bible stories and stories from another faith about caring for others and the world • Identify ways that some people make a response to God by caring for others and the world • Talk about issues of good and bad, right and wrong arising from the stories • Talk about some texts from 	<ul style="list-style-type: none"> • I know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. • I can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. • I know that Christians believe that God is loving kind forgiving and fair. • I know that Christians worship God and pray to him. • I can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you. 	<ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith • Ask good questions about what Christians do to show their faith • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings • Describe some ways in which Christian express their 	<ul style="list-style-type: none"> • I know that Christians believe that God makes covenants or pacts with his people. i.e. the people of God promise to live the way God wants and God promises to stay with them. • I can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. • I know that Christians often make covenants with God and with each other and can make links to e.g. Marriage 	<ul style="list-style-type: none"> • Identify the values found in stories and texts • Suggest ideas about why humans can be both good and bad, making links with Christian ideas • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe some Christian and Humanist values simply • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the 	<ul style="list-style-type: none"> • I know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • I know the outline story of Moses and the exodus (select detail) and I can show how these relate to the concepts of freedom justice and salvation • I know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as



MEDIUM TERM PLAN



RE Cycle B – Autumn Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
Threshold Concept	UC: CREATION & Fall	DS: BELIEVING	UC: CREATION & Fall	DS: BELIEVING	UC: CREATION & FALL	DS: BELIEVING	UC: CREATION & FALL	DS: BELIEVING
Resource Reference	Who made the world?	1.2 Who is a Muslim and what do they believe?	Who made the world?	1.4 What can we learn from sacred books? Christian, Jewish and Muslim people	CREATION & FALL What do Christians learn from the creation story	L2.2 Why is the Bible so important to Christians today?	CREATION & FALL Science: Conflicting or complementary?	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st Century?
Specific Knowledge	<ul style="list-style-type: none"> I know that the earth and everything in it are important to God. I can identify the sequence of the creation story and know the importance Christians attach to a day of rest. I know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. I know that Christians believe they should give thanks to God for his 	<ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important 	<ul style="list-style-type: none"> I know that the earth and everything in it are important to God. I can identify the sequence of the creation story and know the importance Christians attach to a day of rest. I know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. I know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. I know that Christians believe they should care for the world because it belongs to God. 	<ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books Recognise that sacred texts contain stories which are special to many people and should be treated with respect Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories 	<ul style="list-style-type: none"> I know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. I know the story of Adam and Eve including God's command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. I understand that many Christians believe they are asked to be stewards or caretakers of God's creation 	<ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians Identify at least two ways Christians use the Bible in everyday life Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation Give examples of how and suggest reasons why Christians use the Bible today Describe some ways 	<ul style="list-style-type: none"> I know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. I can outline both points of view. I know that there are many scientists who are also Christians. I can understand how the discoveries of science often make Christians even more in awe of the power and majesty of God. I know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is 	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas Outline Jesus' teaching on how his followers should live Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live

	<p>creation and that Harvest Festival is a time to do this.</p> <ul style="list-style-type: none"> I know that Christians believe they should care for the world because it belongs to God, and I can give an example. I am able to express gratitude for the food I eat 	<ul style="list-style-type: none"> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 	<p>and I can give an example.</p> <ul style="list-style-type: none"> I am able to express gratitude for the food I eat 	<ul style="list-style-type: none"> Ask and suggest answers to questions arising from stories Jesus told and from another religion Talk about issues of good and bad, right and wrong arising from the stories 	<p>and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</p> <ul style="list-style-type: none"> I know that some people don't believe that God made the world. I can suggest reasons why people how don't believe in a Creator God should look after the world and each other. 	<p>Christians say God is like, with examples from the Bible, using different forms of expression</p> <ul style="list-style-type: none"> Discuss their own and others' ideas about why humans do bad things and how people try to put things right 	<p>considered to be; i.e. poetic account or historical account.</p> <ul style="list-style-type: none"> I know that not all Christians believe the same about the relationship between Creation and science. I know and understand the significance of Psalm 8 for the Christian belief in stewardship. 	<ul style="list-style-type: none"> Explain the impact Jesus' example and teachings might have on Christians today Express their own understanding of what Jesus would do in relation to a moral
Sequencing Knowledge	<p>Previously: New Threshold concept</p> <p>In the Future: Creation story</p>	<p>Previously: New Threshold concept</p> <p>In the Future: Judaism</p>	<p>Previously: New Threshold concept</p> <p>In the Future: stewards of God's world</p>	<p>Previously: Muslim faith</p> <p>In the Future: stories from different faiths</p>	<p>Previously: Muslim faith</p> <p>In the Future: stories from different faiths</p>	<p>Previously: Christianity, Judaism, Islam.</p> <p>In the Future: Christian values in 21st century.</p>	<p>Previously: stewards of God's world</p> <p>In the Future: KS3 learning</p>	<p>Previously: stories from different faiths</p> <p>In the Future: KS3 learning</p>
Vital Vocabulary	Creation, Christian, Believe, beliefs, world, God, belong, belonging.	Muslim, God, Prophet, Allah, Muhammed, celebrate, Ramadam, Eid.	Creation, Christian, Believe, beliefs, world, God, belong, belonging.	Sacred, belief, faith, respect, Muslim, God, Prophet, Allah, Muhammed, celebrate, Ramadam, Eid.	Steward, caretaker, sustain, paradise, fall, expelled, Creation, Christian, Believe, beliefs, world, God, belong, belonging.	God, Bible, Christians, expression, trust, recall, inspire, connect, fall.	Believe, belief, Christian, significance, Psalm, stewardship, power, majesty, god, science, scientists.	Connection, Christians, values, followers, interpretation, parable, impact.
Enrichment	RE Week Black History Month Harvest Festival	RE Week Christmas	RE Week Black History Month	RE Week Christmas	RE Week Black History Month	RE Week Christmas	RE Week Black History Month	RE Week Christmas
Other curriculum areas covered	PSHE	PSHE	PSHE	PSHE	PSHE SCIENCE	PSHE	PSHE SCIENCE	PSHE

RE Cycle B – Spring Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Threshold Concept	UC: GOSPEL	DS: EXPRESSING	UC: GOSPEL	DS: EXPRESSING	UC: GOSPEL	DS: EXPRESSING	UC: GOSPEL What would Jesus do?	DS: EXPRESSING
Resource Reference	What is the good news Jesus brings?	1.5 What makes some places sacred to Christian, Jewish and Muslim people?	What is the good news Jesus brings?	1.6 How and why do we celebrate special and sacred times? Christians	What kind of world did Jesus want?	L2.5 Why are festivals important to religious communities?	What would Jesus do?	U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?
Specific Knowledge	<ul style="list-style-type: none"> I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends (disciples) many who 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel Ask good questions during a school visit 	<ul style="list-style-type: none"> I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends (disciples) many who were friendless. I know that Christians will pray to God- prayers to say sorry, to ask for things and to say thank you. 	<ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell stories connected with Christmas/ Easter/Harvest /Pentecost and a festival in another religion and say why these are important to believers Ask questions and suggest 	<ul style="list-style-type: none"> I know that Christians believe that through his teachings Jesus challenges everyone about the way they live. I know that Jesus' first disciples left their jobs and families to follow Jesus. I know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. I can relate this to the activities of the local church and of Christian charities. I know what a parable is and can retell the parable of the Good Samaritan I can describe the work of a Christian charity that tries to put 	<ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) Make connections between stories, symbols and beliefs with what happens in at least two festivals Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) Identify similarities and differences 	<ul style="list-style-type: none"> I know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. I know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. I am able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. I know that although these texts are fixed the way that 	<ul style="list-style-type: none"> Respond with ideas of their own to the title question Find out about religious teachings, charities and ways of expressing generosity Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Apply ideas about values and from scriptures to

	<p>were friendless.</p> <ul style="list-style-type: none"> I know that Christians will pray to God-prayers to say sorry, to ask for things and to say thank you. 	<p>about what happens in a church, synagogue or mosque</p>		<p>answers about stories to do with Christian festivals and a story from a festival in another religion</p> <ul style="list-style-type: none"> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers 	<p>this teaching into practice e.g. Christian Aid.</p> <ul style="list-style-type: none"> I am able to describe what kind of world I would like to see. 	<p>in the way festivals are celebrated within and between religions</p> <ul style="list-style-type: none"> Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives 	<p>different Christians have interpreted them over the years and in different cultures will vary.</p>	<p>the title question</p>
Sequencing Knowledge	<p>Previously: New Threshold concept</p> <p>In the Future: Gospel</p>	<p>Previously: New Threshold concept</p> <p>In the Future: celebrating special times.</p>	<p>Previously: Good News</p> <p>In the Future: Values of Jesus</p>	<p>Previously: special places</p> <p>In the Future: celebrating special times.</p>	<p>Previously: What is Gospel?</p> <p>In the Future: What would Jesus do?</p>	<p>Previously: celebrating special times.</p> <p>In the Future: Expressing beliefs through art.</p>	<p>Previously: Recount the Gospel.</p> <p>In the Future: KS3 Learning</p>	<p>Previously: Expressing beliefs through festivals.</p> <p>In the Future: KS3 Learning</p>
Vital Vocabulary	<p>Christian, Believe, beliefs, Gospel, Good News, Bible, disciples.</p>	<p>Worship, God, belief, symbol, church, place.</p>	<p>Christian, Believe, beliefs, Gospel, Good News, Bible, disciples.</p>	<p>Celebrate, celebrations, special, festival, Christian.</p>	<p>Aid, disciple, service, value, Samaritan, Christian.</p>	<p>God, Bible, Christians, festival, celebration,</p>	<p>Interpretation, teachings, Christians, Beliefs, servant, healings, centurion.</p>	<p>Art, respond, creativity, connection, Christians, values, followers, interpretation,.</p>
Enrichment	<p>RE Week CMHW</p>	<p>RE Week</p>	<p>RE Week BI CMHW</p>	<p>RE Week</p>	<p>RE Week CMHW</p>	<p>RE Week</p>	<p>RE Week CMHW</p>	<p>RE Week</p>
Other curriculum areas covered								

RE Cycle B – Summer Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Threshold Concept	DS: EXPRESSING	DS: LIVING	DS: EXPRESSING	DS: LIVING	DS: EXPRESSING	DS: LIVING	DS: EXPRESSING	DS: LIVING
Resource Reference	1.5 What makes some places sacred to Christian, Jewish and Muslim people?	1.7 What does it mean to belong to a community? Christians	1.6 How and why do we celebrate special and sacred times? Christians	1.8 How should we care for others and the world and why does it matter? Christians	L2.5 Why are festivals important to religious communities?	L2.8 What does it mean to be a Hindu living in Britain today?	U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?
Specific Knowledge	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what 	<ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them Show an awareness that some people belong to different religions Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean Identify two ways people show they belong to each other when they get married 	<ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell stories connected with Christmas/ Easter/Harvest/Pe ntecost and a festival in another religion and say why these are important to believers Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Collect examples of what people 	<ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving simple examples Recognise that some people believe God created the world and so we should look after it Re-tell Bible stories and stories from another faith about caring for others and the world Identify ways that some people make a response to God by caring for others and the world Talk about issues of good and bad, right and wrong arising from the stories Talk about some texts from different religions that promote the 	<ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) Make connections between stories, symbols and beliefs with what happens in at least two festivals Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) Identify similarities and differences in the way festivals are celebrated within and between religions Explore and suggest ideas about what is worth 	<ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith Ask good questions about what Hindus do to show their faith Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life Describe some ways in which Hindus express their faith through puja, aarti and bhajans Suggest at least two 	<ul style="list-style-type: none"> Respond with ideas of their own to the title question Find out about religious teachings, charities and ways of expressing generosity Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Apply ideas about values and from scriptures to the title question 	<ul style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people Respond sensitively to examples of religious practice with ideas of their own Make connections between beliefs and behaviour in different religions Outline the challenges of being a Hindu, Christian or Muslim in Britain today Make connections between belief in ahimsa, grace and Ummah, teachings and sources

	<ul style="list-style-type: none"> people believe Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel Ask good questions during a school visit about what happens in a church, synagogue or mosque 	Respond to examples of co-operation between different people	do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers	<p>'Golden Rule', and think about what would happen if people followed this idea more</p> <ul style="list-style-type: none"> Use creative ways to express their own ideas about the creation story and what it says about what God is like 	celebrating and remembering in religious communities and in their own lives	<p>reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <ul style="list-style-type: none"> Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 		<p>of wisdom in the three religions</p> <ul style="list-style-type: none"> Consider similarities and differences between beliefs and behaviour in different faiths
Sequencing Knowledge	<p>Previously: New Threshold concept</p> <p>In the Future: celebrating special times.</p>	<p>Previously: New Threshold Concept.</p> <p>In the Future: caring for the community.</p>	<p>Previously: special times</p> <p>In the Future: why are religious festival important</p>	<p>Previously: My community</p> <p>In the Future: Christians in Britain today.</p>	<p>Previously: what festival are important and why?</p> <p>In the Future: expressing beliefs through the arts.</p>	<p>Previously: celebrating special times.</p> <p>In the Future: Expressing beliefs through art.</p>	<p>Previously:</p> <p>In the Future: KS3 Learning</p>	<p>Previously: Festivals in different religions.</p> <p>In the Future: KS3 Learning</p>
Vital Vocabulary	Worship, God, belief, symbol, church, place.	Special, precious, meaningful, safe, place, Religion, faith, Christian, Christianity, belief, god.	Celebrate, celebrations, special, festival, Christian.	Special, precious, meaningful, safe, place, Religion, faith, Christian, Christianity, belief, god.	God, Bible, Christians, festival, celebration,	Hindu, helping, values, morals, British values, faith.	Art, respond, creativity, connection, Christians, values, followers, interpretation,.	Faith, religion, consideration, Ahimsa, Grace , Ummah
Enrichment	RE Week Wild Week	RE Week	RE Week Wild Week	RE Week	RE Week Wild Week	RE Week	RE Week Wild Week	RE Week
Other curriculum areas covered								



MEDIUM TERM PLAN



RE Cycle C – Autumn Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
Threshold Concept	DS: BELIEVING	UC: INCARNATION & GOD	DS: BELIEVING	UC: INCARNATION & GOD	DS: BELIEVING	UC: INCARNATION AND GOD	DS: BELIEVING	UC: INCARNATION AND GOD
Resource Reference	DS: 1.1 Who is a Christian and what do they believe?	UC: Why does Christmas matter to Christians	DS: 1.3 Who is Jewish and what do they believe?	UC: Why does Christmas matter to Christians ?	L2.1 What do different people believe about God?	What is the trinity?	U2.1 Why do some people believe God exists?	Was Jesus the Messiah?
Specific Knowledge	<ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the example of Jesus. Recognise some Christian symbols and images used to express ideas about God. Talk about some simple ideas about Christian beliefs about God and Jesus Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means Talk about issues of good and bad, right and wrong arising from the stories 	<ul style="list-style-type: none"> I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends (disciples) 	<ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) Talk about how the mezuzah in the home reminds Jewish people about God Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat Re-tell a story that shows what Jewish people at the festivals of Sukkot, 	<ul style="list-style-type: none"> I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends 	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims Retell and suggest the meanings of stories from sacred texts about people who encountered God Describe some of the ways in which Christians Hindus and/or Muslims describe God Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard Identify how and say why it makes a difference in 	<ul style="list-style-type: none"> I know that Christians believe God is Trinity: Father, Son and Holy Spirit; the Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus I know that Christians describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. I know the story of Jesus' 	<ul style="list-style-type: none"> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs Give two reasons why a Christian believes in God and one why an atheist does not Outline clearly a Christian understanding of what God is like, using examples and evidence Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging 	<ul style="list-style-type: none"> I know that Jesus was Jewish. I understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah' and that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. and that Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. I know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of



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RE Cycle C – Spring Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Threshold Concept	DS: EXPRESSING	UC: SALVATION	DS: EXPRESSING	UC: SALVATION	DS: EXPRESSING	UC: SALVATION	DS: EXPRESSING	UC: SALVATION
Resource Reference	DS: F3: What places are special and why?	UC: SALVATION Why does Easter matter to Christians?	DS: EXPRESSING 1.6 How and why do we celebrate special times? Christians and Jewish people	UC: SALVATION Why does Easter matter to Christians?	DS: L2.4 Why do some people pray?	UC: SALVATION Why do Christians call the day Jesus died 'Good Friday'?	DS: L2.6 Why do some people think that life is a journey and what significant experiences mark this?	UC: SALVATION What did Jesus do to save human beings?
Specific Knowledge	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Be aware that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Identify some significant features of sacred places Recognise a place of worship Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> Know that Easter is very important in the 'Big story' of the Bible. I know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. I know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. I know that Christians believe in life after death. I know some of the ways its local church 	<ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers Ask questions and suggest 	<ul style="list-style-type: none"> Know that Easter is very important in the 'Big story' of the Bible. I know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. I know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. I know that Christians believe in life after death. I know some of the ways its local church celebrates Easter. 	<ul style="list-style-type: none"> Describe what some believers say and do when they pray Respond thoughtfully to examples of how praying helps religious believers Describe the practice of prayer in the religions studied Make connections between what people believe about prayer and what they do when they pray Describe ways in which prayer can comfort and challenge believers Describe and comment on similarities and differences between how 	<ul style="list-style-type: none"> I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. I can say what each event of Holy week means for Christians and how they mark these events today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. I know that Christians believe that 	<ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) Identify at least two promises made by believers at these ceremonies and say why they are important Suggest why some people see life as a journey and identify some of the key milestones on this journey Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean 	<ul style="list-style-type: none"> I know that some Christians feel called to sacrifice their own needs to the needs of others and I can give an example of this. I know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. I can use terms like Messiah, Passion, Salvation and Sacrifice in theological context. I know that Christians remember Jesus' sacrifice through the



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RE Cycle C – Summer Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Threshold Concept	DS: LIVING	UC: GOD	DS: LIVING	UC: GOD	DS: LIVING	UC: PEOPLE OF GOD	DS: LIVING	UC: PEOPLE OF GOD
Resource Reference	DS: 1.7 What does it mean to belong to a faith community?	UC: What do Christians believe God is like?	DS: 1.8 How should we care for others and the world and why does it matter? Muslims and Jewish people	UC: What do Christians believe God is like?	DS: L2.7 What does it mean to be a Christian in Britain today?	UC: What is it like to follow God?	DS: U2.7 What means most to Christians and Humanists?	UC: How can following God bring freedom and justice?
Specific Knowledge	<ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them • Show an awareness that some people belong to different religions • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what 	<ul style="list-style-type: none"> • I know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. • I can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. • I know that Christians believe that God is loving kind forgiving and fair. • I know that Christians worship God and pray to him. • I can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you. 	<ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples • Recognise that some people believe God created the world and so we should look after it • Re-tell Bible stories and stories from another faith about caring for others and the world • Identify ways that some people make a response to God by caring for others and the world • Talk about issues of good and bad, right and wrong arising from the stories • Talk about some texts from 	<ul style="list-style-type: none"> • I know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. • I can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. • I know that Christians believe that God is loving kind forgiving and fair. • I know that Christians worship God and pray to him. • I can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you. 	<ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith • Ask good questions about what Christians do to show their faith • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings • Describe some ways in which Christian express their 	<ul style="list-style-type: none"> • I know that Christians believe that God makes covenants or pacts with his people. i.e. the people of God promise to live the way God wants and God promises to stay with them. • I can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. • I know that Christians often make covenants with God and with each other and can make links to e.g. Marriage 	<ul style="list-style-type: none"> • Identify the values found in stories and texts • Suggest ideas about why humans can be both good and bad, making links with Christian ideas • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe some Christian and Humanist values simply • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the 	<ul style="list-style-type: none"> • I know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • I know the outline story of Moses and the exodus (select detail) and I can show how these relate to the concepts of freedom justice and salvation • I know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as



MEDIUM TERM PLAN



RE Cycle D – Autumn Term

	Donaldson		Dahl		Morpurgo		Rowling	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
Threshold Concept	UC: CREATION & Fall	DS: BELIEVING	UC: CREATION & Fall	DS: BELIEVING	UC: CREATION & FALL	DS: BELIEVING	UC: CREATION & FALL	DS: BELIEVING
Resource Reference	Who made the world?	1.2 Who is a Muslim and what do they believe?	Who made the world?	1.4 What can we learn from sacred books? Christian, Jewish and Muslim people	CREATION & FALL What do Christians learn from the creation story	L2.2 Why is the Bible so important to Christians today?	CREATION & FALL Science: Conflicting or complementary?	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st Century?
Specific Knowledge	<ul style="list-style-type: none"> I know that the earth and everything in it are important to God. I can identify the sequence of the creation story and know the importance Christians attach to a day of rest. I know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. I know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a 	<ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Identify some ways Muslims mark Ramadan 	<ul style="list-style-type: none"> I know that the earth and everything in it are important to God. I can identify the sequence of the creation story and know the importance Christians attach to a day of rest. I know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. I know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. I know that Christians believe they should care for the world because it belongs to God. and I can give an example. 	<ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books Recognise that sacred texts contain stories which are special to many people and should be treated with respect Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories Ask and suggest answers to questions 	<ul style="list-style-type: none"> I know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. I know the story of Adam and Eve including God's command not to eat the fruit, the serpent tempting Eve, Adam and Eve expelled from paradise. I understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples 	<ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians Identify at least two ways Christians use the Bible in everyday life Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation Give examples of how and suggest reasons why Christians use the Bible today Describe some ways Christians say God is like, with 	<ul style="list-style-type: none"> I know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. I can outline both points of view. I know that there are many scientists who are also Christians. I can understand how the discoveries of science often make Christians even more in awe of the power and majesty of God. I know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or 	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas Outline Jesus' teaching on how his followers should live Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live Explain the impact Jesus' example and

	<p>time to do this.</p> <ul style="list-style-type: none"> I know that Christians believe they should care for the world because it belongs to God, and I can give an example. I am able to express gratitude for the food I eat 	and celebrate Eid-ul-Fitr and how this might make them feel.	<ul style="list-style-type: none"> I am able to express gratitude for the food I eat 	<p>arising from stories Jesus told and from another religion</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories 	<p>where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</p> <ul style="list-style-type: none"> I know that some people don't believe that God made the world. I can suggest reasons why people how don't believe in a Creator God should look after the world and each other. 	<p>examples from the Bible, using different forms of expression</p> <ul style="list-style-type: none"> Discuss their own and others' ideas about why humans do bad things and how people try to put things right 	<p>historical account.</p> <ul style="list-style-type: none"> I know that not all Christians believe the same about the relationship between Creation and science. I know and understand the significance of Psalm 8 for the Christian belief in stewardship. 	<p>teachings might have on Christians today</p> <ul style="list-style-type: none"> Express their own understanding of what Jesus would do in relation to a moral
Sequencing Knowledge	<p>Previously: New Threshold concept</p> <p>In the Future: Creation story</p>	<p>Previously: New Threshold concept</p> <p>In the Future: Judaism</p>	<p>Previously: New Threshold concept</p> <p>In the Future: stewards of God's world</p>	<p>Previously: Muslim faith</p> <p>In the Future: stories from different faiths</p>	<p>Previously: Muslim faith</p> <p>In the Future: stories from different faiths</p>	<p>Previously: Christianity, Judaism, Islam.</p> <p>In the Future: Christian values in 21st century.</p>	<p>Previously: stewards of God's world</p> <p>In the Future: KS3 learning</p>	<p>Previously: stories from different faiths</p> <p>In the Future: KS3 learning</p>
Vital Vocabulary	Creation, Christian, Believe, beliefs, world, God, belong, belonging.	Muslim, God, Prophet, Allah, Muhammed, celebrate, Ramadam, Eid.	Creation, Christian, Believe, beliefs, world, God, belong, belonging.	Sacred, belief, faith, respect, Muslim, God, Prophet, Allah, Muhammed, celebrate, Ramadam, Eid.	Steward, caretaker, sustain, paradise, fall, expelled, Creation, Christian, Believe, beliefs, world, God, belong, belonging.	God, Bible, Christians, expression, trust, recall, inspire, connect, fall.	Believe, belief, Christian, significance, Psalm, stewardship, power, majesty, god, science, scientists.	Connection, Christians, values, followers, interpretation, parable, impact.
Enrichment	RE Week Black History Month Harvest Festival	RE Week Christmas	RE Week Black History Month	RE Week Christmas	RE Week Black History Month	RE Week Christmas	RE Week Black History Month	RE Week Christmas
Other curriculum areas covered	PSHE	PSHE	PSHE	PSHE	PSHE SCIENCE	PSHE	PSHE SCIENCE	PSHE

RE Cycle D – Spring Term

RE Cycle D – Spring Term								
	Donaldson		Dahl		Morpurgo		Rowling	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Threshold Concept	UC: GOSPEL	DS: EXPRESSING	UC: GOSPEL	DS: EXPRESSING	UC: GOSPEL	DS: EXPRESSING	UC: GOSPEL What would Jesus do?	DS: EXPRESSING
Resource Reference	What is the good news Jesus brings?	1.5 What makes some places sacred to Christian, Jewish and Muslim people?	What is the good news Jesus brings?	1.6 How and why do we celebrate special and sacred times? Christians	What kind of world did Jesus want?	L2.5 Why are festivals important to religious communities?	What would Jesus do?	U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?
Specific Knowledge	<ul style="list-style-type: none"> • I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. • I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends (disciples) many who 	<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel • Ask good questions during a school visit about what 	<ul style="list-style-type: none"> • I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. • I know the story of the calling of Matthew the tax collector (including why the tax collector was unpopular, and how people reacted) and that Jesus chose as his closest friends (disciples) many who were friendless. • I know that Christians will pray to God- prayers to say sorry, to ask for things and to say thank you. 	<ul style="list-style-type: none"> • Identify a special time they celebrate and explain simply what celebration means • Talk about ways in which Jesus was a special person who Christians believe is the Son of God • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers • Ask questions and suggest answers 	<ul style="list-style-type: none"> • I know that Christians believe that through his teachings Jesus challenges everyone about the way they live. • I know that Jesus' first disciples left their jobs and families to follow Jesus. • I know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. • I can relate this to the activities of the local church and of Christian charities. • I know what a parable is and can retell the parable of the Good Samaritan • I can describe the work of a Christian charity that tries to put this teaching 	<ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations • Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) • Make connections between stories, symbols and beliefs with what happens in at least two festivals • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) • Identify similarities and differences in the way 	<ul style="list-style-type: none"> • I know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. • I know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. • I am able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • I know that although these texts are fixed the way that different 	<ul style="list-style-type: none"> • Respond with ideas of their own to the title question • Find out about religious teachings, charities and ways of expressing generosity • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art • Suggest reasons why some believers see generosity and charity as more important than buildings and art • Apply ideas about values and from scriptures to

	<p>were friendless.</p> <ul style="list-style-type: none"> I know that Christians will pray to God-prayers to say sorry, to ask for things and to say thank you. 	<p>happens in a church, synagogue or mosque</p>		<p>about stories to do with Christian festivals and a story from a festival in another religion</p> <ul style="list-style-type: none"> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers 	<p>into practice e.g. Christian Aid.</p> <ul style="list-style-type: none"> I am able to describe what kind of world I would like to see. 	<p>festivals are celebrated within and between religions</p> <ul style="list-style-type: none"> Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives 	<p>Christians have interpreted them over the years and in different cultures will vary.</p>	<p>the title question</p>
Sequencing Knowledge	<p>Previously: New Threshold concept</p> <p>In the Future: Gospel</p>	<p>Previously: New Threshold concept</p> <p>In the Future: celebrating special times.</p>	<p>Previously: Good News</p> <p>In the Future: Values of Jesus</p>	<p>Previously: special places</p> <p>In the Future: celebrating special times.</p>	<p>Previously: What is Gospel?</p> <p>In the Future: What would Jesus do?</p>	<p>Previously: celebrating special times.</p> <p>In the Future: Expressing beliefs through art.</p>	<p>Previously: Recount the Gospel.</p> <p>In the Future: KS3 Learning</p>	<p>Previously: Expressing beliefs through festivals.</p> <p>In the Future: KS3 Learning</p>
Vital Vocabulary	<p>Christian, Believe, beliefs, Gospel, Good News, Bible, disciples.</p>	<p>Worship, God, belief, symbol, church, place.</p>	<p>Christian, Believe, beliefs, Gospel, Good News, Bible, disciples.</p>	<p>Celebrate, celebrations, special, festival, Christian.</p>	<p>Aid, disciple, service, value, Samaritan, Christian.</p>	<p>God, Bible, Christians, festival, celebration,</p>	<p>Interpretation, teachings, Christians, Beliefs, servant, healings, centurion.</p>	<p>Art, respond, creativity, connection, Christians, values, followers, interpretation..</p>
Enrichment	<p>RE Week CMHW</p>	<p>RE Week</p>	<p>RE Week BI CMHW</p>	<p>RE Week</p>	<p>RE Week CMHW</p>	<p>RE Week</p>	<p>RE Week CMHW</p>	<p>RE Week</p>
Other curriculum areas covered								

RE Cycle D – Summer Term

RE Cycle D – Summer Term								
	Donaldson		Dahl		Morpurgo		Rowling	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Threshold Concept	DS: EXPRESSING	DS: LIVING	DS: EXPRESSING	DS: LIVING	DS: EXPRESSING	DS: LIVING	DS: EXPRESSING	DS: LIVING
Resource Reference	1.5 What makes some places sacred to Christian, Jewish and Muslim people?	1.7 What does it mean to belong to a community? Christians	1.6 How and why do we celebrate special and sacred times? Christians	1.8 How should we care for others and the world and why does it matter? Christians	L2.5 Why are festivals important to religious communities?	L2.8 What does it mean to be a Hindu living in Britain today?	U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?
Specific Knowledge	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what 	<ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them Show an awareness that some people belong to different religions Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean Identify two ways people show they belong to each other when they get married 	<ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell stories connected with Christmas/ Easter/Harvest/Pe ntecost and a festival in another religion and say why these are important to believers Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Collect examples of what people 	<ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving simple examples Recognise that some people believe God created the world and so we should look after it Re-tell Bible stories and stories from another faith about caring for others and the world Identify ways that some people make a response to God by caring for others and the world Talk about issues of good and bad, right and wrong arising from the stories Talk about some texts from different religions that promote the 	<ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) Make connections between stories, symbols and beliefs with what happens in at least two festivals Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) Identify similarities and differences in the way festivals are celebrated within and between religions Explore and suggest ideas about what is worth 	<ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith Ask good questions about what Hindus do to show their faith Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life Describe some ways in which Hindus express their faith through puja, aarti and bhajans Suggest at least two 	<ul style="list-style-type: none"> Respond with ideas of their own to the title question Find out about religious teachings, charities and ways of expressing generosity Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Apply ideas about values and from scriptures to the title question 	<ul style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people Respond sensitively to examples of religious practice with ideas of their own Make connections between beliefs and behaviour in different religions Outline the challenges of being a Hindu, Christian or Muslim in Britain today Make connections between belief in ahimsa, grace and Ummah, teachings and sources

	<ul style="list-style-type: none"> people believe Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel Ask good questions during a school visit about what happens in a church, synagogue or mosque 	Respond to examples of co-operation between different people	do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers	<p>'Golden Rule', and think about what would happen if people followed this idea more</p> <ul style="list-style-type: none"> Use creative ways to express their own ideas about the creation story and what it says about what God is like 	celebrating and remembering in religious communities and in their own lives	<p>reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <ul style="list-style-type: none"> Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 		<p>of wisdom in the three religions</p> <ul style="list-style-type: none"> Consider similarities and differences between beliefs and behaviour in different faiths
Sequencing Knowledge	<p>Previously: New Threshold concept</p> <p>In the Future: celebrating special times.</p>	<p>Previously: New Threshold Concept.</p> <p>In the Future: caring for the community.</p>	<p>Previously: special times</p> <p>In the Future: why are religious festival important</p>	<p>Previously: My community</p> <p>In the Future: Christians in Britain today.</p>	<p>Previously: what festival are important and why?</p> <p>In the Future: expressing beliefs through the arts.</p>	<p>Previously: celebrating special times.</p> <p>In the Future: Expressing beliefs through art.</p>	<p>Previously:</p> <p>In the Future: KS3 Learning</p>	<p>Previously: Festivals in different religions.</p> <p>In the Future: KS3 Learning</p>
Vital Vocabulary	Worship, God, belief, symbol, church, place.	Special, precious, meaningful, safe, place, Religion, faith, Christian, Christianity, belief, god.	Celebrate, celebrations, special, festival, Christian.	Special, precious, meaningful, safe, place, Religion, faith, Christian, Christianity, belief, god.	God, Bible, Christians, festival, celebration,	Hindu, helping, values, morals, British values, faith.	Art, respond, creativity, connection, Christians, values, followers, interpretation,.	Faith, religion, consideration, Ahimsa, Grace , Ummah
Enrichment	RE Week Wild Week	RE Week	RE Week Wild Week	RE Week	RE Week Wild Week	RE Week	RE Week Wild Week	RE Week
Other curriculum areas covered								