



Henbury View First School

RE Progression of Knowledge



Intent

At Henbury View, our aim is to develop confident and curious learners who are motivated and enthusiastic to explore world issues and develop an understanding of a range of faiths, views and beliefs beyond our local area. Pupils at Henbury learn about and from religious beliefs. They appreciate and celebrate the similarities and differences between Christianity and other principal religions through gaining a deep knowledge and understanding of their teaching and practices. Our R.E. curriculum aims to give children the knowledge, understanding, critical thinking skills, open minded and respectful attitude with which to investigate the world of religion and to prepare them to be able to make their own decisions in the future about what religion means to them. Children will be able to express ideas about the nature and impact religion has on themselves and society. During R.E. lessons, all children should feel confident to share their ideas make contributions within a supportive environment, during class discussions, feeling that their opinions and beliefs are valued and respected. Our curriculum is knowledge and vocabulary driven and allows children to develop 3 types of knowledge. First, 'substantive' knowledge, which is knowledge about various religious and non-religious traditions; second, 'ways of knowing', which is where pupils learn 'how to know' about religion and non-religion and third, 'personal knowledge', where pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study. These are carefully planned throughout each unit of learning.

Implementation

At Henbury View First School, all year groups, including children in the EYFS, learn about Christianity and at least one other principal religion each year. Our curriculum fully encompasses the Dorset SACRE Agree Syllabus for Religious Education, and we support our R.E. teaching by using 'Understanding Christianity' and 'Discovery R.E.' as the basis for our planning thus ensuring we have a coherent curriculum which focuses on deep learning for all and clear progression. We follow an enquiry-based model and aim to teach 'fewer things in greater depth' to enable learners to have a deeper understanding. We have considered the theory of 'Spaced Retrieval Practise' and have recognised that our children need the opportunity to revisit previously taught objectives throughout the year to ensure they retained their understanding in the long-term and have therefore organised our curriculum to allow children to revisit knowledge in future year groups through reoccurring concepts.

The R.E. curriculum also accounts for SMSC and British Values. We aim for our curriculum to challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs. Through their provision of Spiritual, Moral, Social and Cultural (SMSC) aspects, we enable our children to develop their self-knowledge, self-esteem and self-confidence. To develop our children's understanding of British values, the R.E. classroom is a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In R.E. pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. They consider questions about identity and belonging. The units allow children to reflect on the balance between individual liberty and the greater good and can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.

Key Threads

At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in RE. The key threads are:

Worship	Symbols	A good life	Holy places and pilgrimage	Key figures	Life after death	Celebrations and festivals	Scripture
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Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>Theme: Special People Key Question: What makes us special? Religion: Christianity, Judaism</p>	<p>Theme: Incarnation Key Question: Why do Christians perform Nativity at Christmas? Religion: Christianity</p>	<p>Theme: Creation Key Question: Why is the word 'God' so important to Christians? Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why do Christians put a cross in an Easter Garden? Religion: Christianity</p>	<p>Theme: Stories Key Question: What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places Key Question: What makes places special? Religion: Christianity, Islam, Judaism</p>
Year 1	<p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Theme: Incarnation Key Question: Why does Christmas matter to Christians? CORE LEARNING Religion: Christianity</p>	<p>Theme: God Key Question: What do Christians believe God is like? Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why does Easter matter to Christians? CORE LEARNING Religion: Christianity</p>	<p>Theme: Gospel Key Question: What is the good news that Jesus brings? CORE LEARNING Religion: Christianity</p>	<p>Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>
Year 2	<p>Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam</p>	<p>Theme: Incarnation Key Question: Why does Christmas matter to Christians? DIGGING DEEPER Religion: Christianity</p>	<p>Theme: Gospel Key Question: What is the good news that Jesus brings? DIGGING DEEPER Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why does Easter matter to Christians? DIGGING DEEPER Religion: Christianity</p>	<p>Theme: Creation Key Question: Who made the world? Religion: Christianity</p>	<p>Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam</p>
Year 3	<p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p>	<p>Theme: Incarnation Key Question: What is the Trinity? CORE LEARNING Religion: Christianity</p>	<p>Theme: People of God Key Question: What is it like to follow God? Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING Religion: Christianity</p>	<p>Theme: Kingdom of God Key Question: When Jesus left, what was the impact of Pentecost? Religion: Christianity</p>	<p>Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism</p>
Year 4	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p>	<p>Theme: Incarnation Key Question: What is the Trinity? DIGGING DEEPER Religion: Christianity</p>	<p>Theme: Creation Key Question: What do Christians learn from the Creation story? Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER Religion: Christianity</p>	<p>Theme: Gospel Key Question: What kind of world did Jesus want? Religion: Christianity</p>	<p>Theme: Passover Key Question: How important is it for Jews to do what God asks them to do? Religion: Judaism</p>

Purpose

Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims

The curriculum for RE aims to ensure that all pupils:

1. Believing: Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
2. Expressing: Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion or a worldview
3. Living: Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly to explain why they may be important in their own and other people's lives

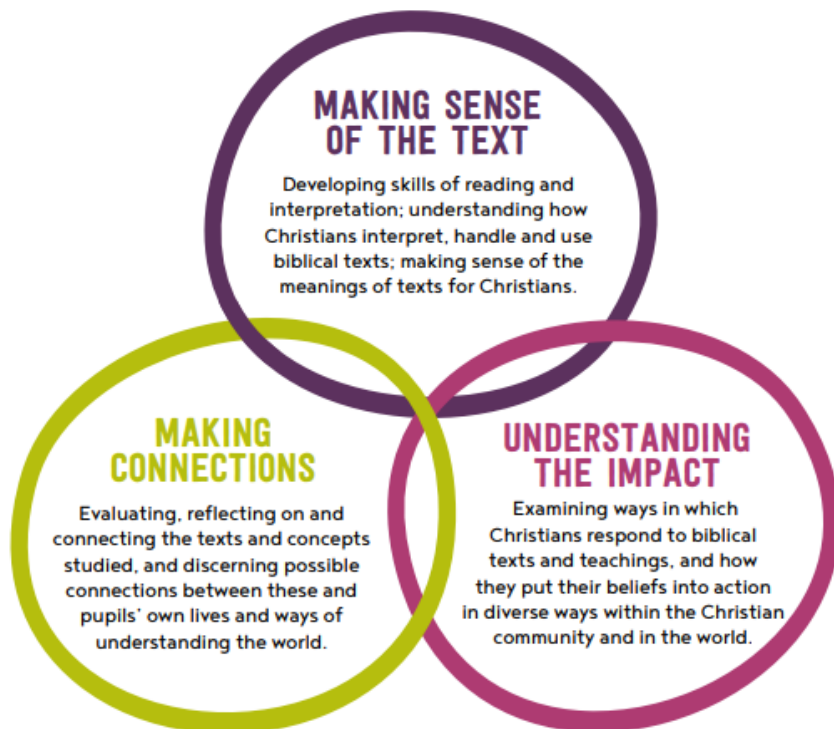
Below, we highlight how the delivery of our curriculum ensures that the statutory attainment targets from the Dorset SACRE Agreed Syllabus for Religious Education are covered:

		Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Target 1: Learning About Religion	Beliefs, Teachings and Sources	Listen to religious stories and talk about their meaning Recognise some religious words	Explore and retell a religious story and talk about it Identify features of different religious texts	Explore and retell a religious story and suggest meanings to some religious and moral stories Recognise a link with a concept (e.g. Incarnation, Salvation)	Describe what a believer might learn from a religious story/sacred text Reflect and respond thoughtfully Explore the origins of texts and understand where they fit onto a timeline	Make clear links between the beliefs (teachings, sources, etc) of different religions studied and show how they are connected to believers' lives
	Practices and Ways of Life	Know about some religious festivals Talk about some belonging ceremonies	Recall and name different beliefs and practices, including key festivals, worship rituals and ways of life Explore and recognise ways that people of faith celebrate key milestones in a person's life	Ask and respond to questions about why religious communities do different things Identify ways in which religious texts impact how believers live Give clear accounts of what the religious texts might mean to believers	Describe and begin to make links between some of the things that are the same and different for religious people Discuss and offer opinions on what texts might mean to believers	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre
	Forms of Expressing Meaning	Recognise and talk about a religious symbol (e.g. star at Christmas) Know about how some people express their beliefs (e.g. what happens in church)	Recognise religious art, symbols and words and talk about them	Recognise that religious symbols, words and actions express a community way of living Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship	Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning, using a range of media Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)	Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media Identify the main characteristics of an act of worship and discuss about the importance of worship for believers
Attainment Target 2: Learning From Religion	Identity and Diversity	Talk about their family	Begin to ask questions about the faith communities in their school Begin to compare the features of different religions and beliefs, recognising differences and similarities between faiths	Notice and respond sensitively to some similarities between religious and worldviews Reflect on examples of how believers live and consider how this impacts the world that we share Reflect on examples of how believers live and consider what we can learn from that for our own lives	Compare their own understanding of belonging with that of someone else's Identify similarities and difference Show understanding of the ways of belonging to religions and what these involve	Verbalise their own understanding of the concept/belief and start to relate this to the people they are studying Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times
	Meaning, Purpose and Truth	Say how they feel when they are happy or sad Show interest in the world around them and ask questions about what they see and experience	Think about the special things that happen to them and others	Explore questions about meaning and truth Discuss sacred writings and sources of wisdom Reflect on examples of how believers live and consider how this impacts the world that we share	Ask important questions about life and compare ideas with those of other people	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts/evidence Raise questions about issues that cause people to wonder and to have faith Consider how the concept studied might make a difference to how we think and live

	Values and Commitments	Say why their family is important to them Begin to understand what is important to some people of faith	Think about what is important to them and to other people Consider, through discussion, whether particular religious text have anything to say on how we should live	Begin to understand what is important to themselves Begin to express their ideas and opinions and to recognise there could be one more than one answer Reflect on examples of how believers live and consider what we can learn from that for our own lives	Link things that are important to them and other people with the way they think and behave Raise questions about issues that cause people to wonder and to have faith Consider how the concept studied might make a difference to the wider world around us	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values Make links with religious teachings and what we see in the world around us
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Teaching and Learning Approach

For our Christianity units of work, we follow the ‘Understanding Christianity’ scheme of work. Understanding Christianity’s approach to teaching about Christianity builds up pupils’ encounters with biblical concepts through texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements:



Making sense of the text

- Exploring the context:** Where does this fit in the ‘big story’?
- Exploring interpretations:** Pupils’ views and a variety of Christian readings
- Exploring purposes:** How do Christians use this text?
- Exploring significance:** Why does this matter?
- Unveiling the concepts:** How does this contribute to understanding key Christian ideas?
- Considering issues ...** behind, within and in front of the texts

Understanding the impact

- How, then, do Christians live...?**
... in the Christian community?
Examining ways in which Church living grows out of biblical teaching
- ... in their everyday living?
Examining ways in which Christians apply the Bible day-to-day
- What impact do Christianity and Christians have in the world?**
Examining ways in which Christian belief and practice make a difference in the world
- How has this had an impact on how people see the world?**
Examining the influence of Christian thought on 21st-century thinking and living

Making connections

- Connecting texts, concepts and Christian living:** Developing understanding of the bigger picture
- Connecting ideas studied and pupils’ own ideas:** Using ideas studied to reflect on matters of personal concern
- Personal and impersonal evaluation:** Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils’ thinking
- Examining implications for pupils’ understanding of self, world and others:** Discerning where there might or might not be value to be gained from ideas studied

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end-of-phase outcomes related to each element. Each unit takes bullet points from these end-of-phase outcomes and applies them specifically to the unit questions.

	End of Key Stage 1	End of Key Stage 2
<p>ELEMENT 1: Making sense of the text <i>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians</i></p>	<ul style="list-style-type: none"> Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation Give clear, simple accounts of what the texts mean to Christians 	<ul style="list-style-type: none"> Order at least five key concepts within a timeline of the Bible's 'big story' List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter Make clear links between biblical texts and the key concepts studied Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians
<p>ELEMENT 2: Understanding the impact <i>Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world</i></p>	<ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities Give at least three examples of how Christians put their beliefs into practice in church worship 	<ul style="list-style-type: none"> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities Describe how Christians show their beliefs in worship and in the way they live
<p>ELEMENT 3: Making connections <i>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world</i></p>	<ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas 	<ul style="list-style-type: none"> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly

Christianity Concept Progression

Through our study of Christianity, we have identified the following key concepts that will be revisited so the children can build their understanding:

Terminology	Definition
God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit
Creation	Christians believe the universe and human life are God's good creation. Humans are made in the image of God.
Fall	Humans have a tendency to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.
Incarnation	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.
Gospel	Christians believe Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.
Salvation	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

Through these concepts, pupils encounter a range of biblical texts, placed within a wider theological context. They consider the nature of God and what it means for Christians to be in relationship with the Creator. They explore Christian understanding of the relationship between God and his people in the Old Testament, and make sense of messianic expectations and Christian belief in their fulfilment in Jesus.

Pupils explore the life, teaching, death and resurrection of Jesus, within this wider historical and theological context. They consider the present and future aspects of the Kingdom of God. Pupils examine the impact of these beliefs and their outworking in the lives of Christians, through (for example) celebrations, festivals, rituals, creative and spiritual expression, actions and activism, expressions of love and compassion, calls for justice and ethical responses.

Concept	End of EYFS	End of Key Stage 1	End of Key Stage 2
God	<ul style="list-style-type: none"> The word God is a name Christians believe God is Creator of the universe Christians believe God made our wonderful world and so we should look after it 	<ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this Christians worship God and try to live in ways that please him 	<ul style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation) Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises Christians find that understanding God is challenging; people spend their whole lives learning more and more about God Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art
Creation and Fall	<ul style="list-style-type: none"> The word God is a name Christians believe God is Creator of the universe Christians believe God made our wonderful world and so we should look after it 	<ul style="list-style-type: none"> God created the universe The Earth and everything in it are important to God God has a unique relationship with human beings as their Creator and Sustainer Humans should care for the world because it belongs to God 	<ul style="list-style-type: none"> God the Creator cares for the creation, including human beings As human beings are part of God's good creation, they do best when they listen to God The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall') This means that humans cannot get close to God without God's help The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short

			<ul style="list-style-type: none"> Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short
People of God			<ul style="list-style-type: none"> The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God The People of God try to live in the way God wants, following his commands and worshipping him They believe he promises to stay with them and Bible stories show how God keeps his promises The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God Christians believe that, through Jesus, all people can become the People of God
Incarnation	<ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus Christians believe Jesus came to show that all people are precious and special to God 	<ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke) Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming 	<ul style="list-style-type: none"> Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus
Gospel		<ul style="list-style-type: none"> Christians believe Jesus brings good news for all people For Christians, this good news includes being loved by God, and being forgiven for bad things Christians believe Jesus is a friend to the poor and friendless Christians believe Jesus' teachings make people think hard about how to live and show them the right way 	<ul style="list-style-type: none"> Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour Christians try to be like Jesus — they want to know him better and better Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice
Salvation	<ul style="list-style-type: none"> Christians remember Jesus' last week at Easter Jesus' name means 'He saves' Christians believe Jesus came to show God's love Christians try to show love to others 	<ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross Christians believe Jesus builds a bridge between God and humans Christians believe Jesus rose from the dead, giving people hope of a new life 	<ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do Christians today trust that Jesus really did rise from the dead, and so is still alive today Christians remember and celebrate Jesus' last week, death and resurrection
Kingdom of God			<ul style="list-style-type: none"> Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians

EYFS Unit Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Theme: Special People Key Question: What makes us special? Religion: Christianity, Judaism	Theme: Incarnation Key Question: Why do Christians perform Nativity at Christmas? Religion: Christianity	Theme: Creation Key Question: Why is the word 'God' so important to Christians? Religion: Christianity	Theme: Salvation Key Question: Why do Christians put a cross in an Easter Garden? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religion: Christianity, Islam, Judaism
Vocabulary	Special, people, family, Christians, Jesus, son, role model	Bible, Jesus, Christian, baby, God, Christmas, nativity	Bible, God, create, Church, pray, worship, creed, belief	Bible, God, Easter, Palm Sunday, disciples, festival, tradition, Spring	Honest, caring, kind, greedy, friend	Home, room, special, church, wedding, mosque, synagogue
Knowledge	<ul style="list-style-type: none"> I know who is special to me I know what makes me special I know what a role model is and can explain qualities of a role model I know who Jesus was and why Christians believe Jesus is special I know that Christians believe Jesus was God's son I know what the 10 commandments are and why Christians believe they are important 	<ul style="list-style-type: none"> I know Christians believe God came to Earth in human form as Jesus I know Christians believe Jesus came to show that all people are precious and special to God 	<ul style="list-style-type: none"> I know the word God is a name I know Christians believe God is Creator of the universe I know Christians believe God made our wonderful world and so we should look after it 	<ul style="list-style-type: none"> I know Christians remember Jesus' last week at Easter I know Jesus' name means 'He saves' I know Christians believe Jesus came to show God's love I know Christians try to show love to others 	<ul style="list-style-type: none"> I know why it is always important to be honest I know Sikhs believe people should not think they are better than others I know that Muslims believe Allah created a beautiful world I know that we shouldn't be greedy and try to share fairly I know what makes a good friend 	<ul style="list-style-type: none"> I know what a home is and how homes can be the same and different I know why someone's home is special to them I know what places are special to me and why I know why a church is a special place for some people and how churches are used I know the places of worship for different religions

Year 1 Unit Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Incarnation Key Question: Why does Christmas matter to Christians? CORE LEARNING Religion: Christianity	Theme: God Key Question: What do Christians believe God is like? Religion: Christianity	Theme: Salvation Key Question: Why does Easter matter to Christians? CORE LEARNING Religion: Christianity	Theme: Gospel Key Question: What is the good news that Jesus brings? CORE LEARNING Religion: Christianity	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Vocabulary	Shabbat, Challah, Jewish, Judaism, priorities, kippah, Sabbath, synagogue, blessing, ceremony, prayer	Incarnation, Christian, Jesus, God, Christmas, gift, King	Bible, parable, forgiveness, love, God, story, worship	Spring, Easter, festival, Gospels, crucifixion, tomb, disciples, Easter egg	Jesus, friend, forgiveness, peace, neighbour, sacred	Chanukah, Chanukiah, latkes, synagogue, dreidel, Judas Maccabee, salvation, celebration, Jewish, synagogue
Knowledge	<ul style="list-style-type: none"> I know my favourite day of the week and can explain why this is I know what Shabbat is and how Jews celebrate it I know the right names for things that are special to Jewish people during Shabbat and explain why I know why Jewish children celebrate Shabbat I know why Shabbat is important to Jewish children I know how the Jewish beliefs of Shabbat affect their behaviour and decision-making 	<ul style="list-style-type: none"> I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem I know that The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke) I know that Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming 	<ul style="list-style-type: none"> I know Christians believe in God, and that they find out about God in the Bible I know Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this I know Christians worship God and try to live in ways that please him 	<ul style="list-style-type: none"> I know Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross I know Christians believe Jesus builds a bridge between God and humans I know Christians believe Jesus rose from the dead, giving people hope of a new life 	<ul style="list-style-type: none"> I know Christians believe Jesus brings good news for all people I know that for Christians, this good news includes being loved by God, and being forgiven for bad things I know Christians believe Jesus is a friend to the poor and friendless I know Christians believe Jesus' teachings make people think hard about how to live and show them the right way 	<ul style="list-style-type: none"> I know what forgiveness means and when I might need to ask for forgiveness I know what Rosh Hashanah and Yom Kippur are I know how Jews celebrate Rosh Hashanah and Yom Kippur I know why Rosh Hashanah and Yom Kippur are important for Jewish children I know how the story of 'Rabbi Salanter and the shoemaker' helps Jews to understand the meaning of Rosh Hashanah

Year 2 Unit Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<p>Theme: Community and Belonging</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Incarnation</p> <p>Key Question: Why does Christmas matter to Christians?</p> <p>DIGGING DEEPER</p> <p>Religion: Christianity</p>	<p>Theme: Gospel</p> <p>Key Question: What is the good news that Jesus brings?</p> <p>DIGGING DEEPER</p> <p>Religion: Christianity</p>	<p>Theme: Salvation</p> <p>Key Question: Why does Easter matter to Christians?</p> <p>DIGGING DEEPER</p> <p>Religion: Christianity</p>	<p>Theme: Creation</p> <p>Key Question: Who made the world?</p> <p>Religion: Christianity</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
Vocabulary	Belonging, community (ummah), Mosque Minaret, Musalla, Mihrab, Minbar, Qur'an, Wudu, Prayer mats, Hajj	Incarnation, Christian, Jesus, God, Christmas, gift, King	Messages, Lord's Prayer, Christian, thankful, prayer, listening, wants	Easter, temple, The Last Supper, sin, reunite, crucifix, cross	Creation, Bible, God, Earth, nature, thankful, Harvest	Hajj, Hajj robes, Makkah/Mecca, Qur'an, Grand Mosque, Mount Arafat, Five Pillars, pilgrimage, pilgrim, journey, the Prophet Muhammad
Knowledge	<ul style="list-style-type: none"> I know what belonging means, can identify places in which I belong and can explain how this feels I know what a mosque is and can explain their key features I know how Muslims must behave when they visit a mosque I know how practices at a mosque help Muslims feel a sense of community and belonging I know how carrying out actions that are important to my group helps to remind me that I belong I know how a Muslim achieves a sense of belonging through praying 	<ul style="list-style-type: none"> I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem I know that The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke) I know that Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming 	<ul style="list-style-type: none"> I know Christians believe Jesus brings good news for all people I know, for Christians, this good news includes being loved by God, and being forgiven for bad things I know Christians believe Jesus is a friend to the poor and friendless I know Christians believe Jesus' teachings make people think hard about how to live and show them the right way 	<ul style="list-style-type: none"> I know Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross I know Christians believe Jesus builds a bridge between God and humans I know Christians believe Jesus rose from the dead, giving people hope of a new life 	<ul style="list-style-type: none"> I know Christians believe that God created the universe I know the Earth and everything in it are important to God I know God has a unique relationship with human beings as their Creator and Sustainer I know Christians believe that humans should care for the world because it belongs to God 	<ul style="list-style-type: none"> I know what a journey is and know what I might take with me on a journey I know what the Muslim celebration of Hajj is I know the significance of different events that take place during Hajj I know the importance of Hajj for Muslims I know why people believe that completing Hajj makes them a better Muslim

Year 3 Unit Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p>	<p>Theme: Incarnation Key Question: What is the Trinity? CORE LEARNING Religion: Christianity</p>	<p>Theme: People of God Key Question: What is it like to follow God? Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING Religion: Christianity</p>	<p>Theme: Kingdom of God Key Question: When Jesus left, what was the impact of Pentecost? Religion: Christianity</p>	<p>Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu?? Religion: Hinduism</p>
Vocabulary	Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesh, Lakshmi, Puja, Omnipresent	Baptism, gospel, trinity, prayer, blessing, holy spirit, church	God, Old Testament, pact, covenant, consequence, behaviour	Bible, Jerusalem, community, crucifixion, Holy Week, joy, sadness, despair	King, kingdom, followers, ruler, Pentecost, Holy Spirit	Pilgrimage, sacred, funerals, importance of water, bathing, cleansing
Knowledge	<ul style="list-style-type: none"> I know some of the characteristics that make me me even when I am playing different roles I know that Hindus see Brahman in many different forms, and these each have a different role and story I know the 3 deities that make up the Hindu tri-murti and can explain what they represent I know how different Hindu Gods represent different parts of life I know how to make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives 	<ul style="list-style-type: none"> I know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit I know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers I know that Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus 	<ul style="list-style-type: none"> I know the Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God I know The People of God try to live in the way God wants, following his commands and worshipping him I know they believe he promises to stay with them and Bible stories show how God keeps his promises I know The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God I know Christians believe that, through Jesus, all people can become the People of God 	<ul style="list-style-type: none"> I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do I know Christians today trust that Jesus really did rise from the dead, and so is still alive today I know Christians remember and celebrate Jesus' last week, death and resurrection 	<ul style="list-style-type: none"> I know Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) I know Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him I know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God I know Christians celebrate Pentecost, as the beginning of the Church I know Christians believe staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians 	<ul style="list-style-type: none"> I know why water is important for life on Earth I know what a pilgrimage is I know where the River Ganges is and why it is important to Hindus I know what Hindus do when they visit the River Ganges I know why non-Hindus might want to visit the River Ganges

Year 4 Unit Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p>	<p>Theme: Incarnation Key Question: What is the Trinity? DIGGING DEEPER Religion: Christianity</p>	<p>Theme: Creation Key Question: What do Christians learn from the Creation story? Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER Religion: Christianity</p>	<p>Theme: Gospel Key Question: What kind of world did Jesus want? Religion: Christianity</p>	<p>Theme: Passover Key Question: How important is it for Jews to do what God asks them to do? Religion: Judaism</p>
Vocabulary	Agreement, affirmation, promise, Ten Commandments, synagogue, Torah, Ner Tamid, mezuzah, Shema	Bible, Genesis, tradition, belief, faith, spirit of God	Nature, creation, God, creator, guide, teaching, image	Passover, Last Supper, celebration, Maundy Thursday, Holy Communion, disciples	Possessions, disciples, gospel, Bible, forgiveness, worship, love	Meal, Seder meal, Passover, Kashrut, Kosher
Knowledge	<ul style="list-style-type: none"> I know that a promise can be an agreement or an affirmation and can give examples of these I know the stories of Abraham and Moses and the Jewish belief that they are in a special relationship with God I know what the Ten Commandments are and why they are important to Jewish people I know what a synagogue is and can identify features that highlight the special relationship Jews have with God I know what a synagogue is and can identify features that highlight the special relationship Jews have with God 	<ul style="list-style-type: none"> I know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit I know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers I know that Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus 	<ul style="list-style-type: none"> I know Christians believe God the Creator cares for the creation, including human beings I know Christians believe as human beings are part of God's good creation, they do best when they listen to God I know Christians believe The Bible tells a story about how humans spoiled their friendship with God (sometimes called 'the Fall') and this means that humans cannot get close to God without God's help I know Christians believe The Bible shows that God wants to help people to be close to him- he keeps his relationship with them, gives them guidelines on good ways to live and offers forgiveness even when they keep on falling short I know Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short 	<ul style="list-style-type: none"> I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do I know Christians today trust that Jesus really did rise from the dead, and so is still alive today I know Christians remember and celebrate Jesus' last week, death and resurrection 	<ul style="list-style-type: none"> I know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first I know Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people I know Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour I know Christians try to be like Jesus — they want to know him better and better I know Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice 	<ul style="list-style-type: none"> I know what makes a special meal for me and can explain why it is special I know that God asks Jews to keep certain rules on what they eat and don't eat I know what the Kashrut rules are that determine which foods Jews can and can't eat I know what Passover is and what Jews eat during this time (the Seder meal) I know why Jews to do what God asks them to do