

Statements in black: Key question to be explored in the half term.

Information about the knowledge and skills to be taught in purple.

Assessment in red.

The intent of our RE Curriculum at Waltham Leas Primary:

Religious Education holds utmost importance and value for all children at Waltham Leas as we prepare them to be knowledgeable, reflective and respectful citizens in the wider world. Our aim is to promote children's exploration of what people believe and what difference this makes to how they live. We seek to develop children's religious literacy to equip them with the knowledge, understanding and skills needed to explore questions raised by religion and belief as well as reflecting on their own ideas and lifestyle choices. Through shared experiences and reflecting on our own values, we aspire for all children to feel they **belong** in our school community, as well as in an ever changing multi-cultural world. A strong sense of **belonging** improves children's wellbeing, confidence, and academic success. Through RE, they learn that their identity matters, that they are part of a wider human story, and that diversity is something to be celebrated.

We primarily use the RE NATRE Scheme of Work, incorporating the Understanding Christianity (UC) resources. The children build their knowledge and opinions from FS to Y6 by studying Christianity (Salvation, Incarnation, Creation/Fall, Gospel, People of God, Kingdom of God), Hinduism, Islam, Judaism and Thematic topics. By learning about diverse religions and worldviews, children **grow** in respect and understanding of others, which strengthens social cohesion.

Through the teaching of RE, children are encouraged to reflect on their own beliefs and values, **empowering** them to form a confident sense of self, as well as **empowering** all children to become reflective, mindful and respectful of people of faith and non-faith, locally and world wide.

The aims for implementation of our RE curriculum at Waltham Leas:

To ensure that all pupils:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews.

- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

Assessment of RE: We use the RE Today Assessment sheets at the beginning of the topic and again at the end to show progress in knowledge and understanding of the key vocabulary that is taught and gets progressively more complex.

Formative:

- We give high quality feedback so pupils understand their next steps in learning. We use retrieval questions and practice 'sticky knowledge' building up across the topic.
- Teachers adapt planning and teaching as a result of formative assessment.

Summative

- Teachers record progress and knowledge gained 3 times a year and this is then shared with parents at the end of the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Unit 1 UC</u> Why is the word God so important to Christians? (Creation)	<u>Unit 2 UC</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	<u>Unit 3</u> Being special: where do we belong? (Thematic)	<u>Unit 4 UC</u> Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	<u>Unit 5</u> Which places are special and why? (Thematic)	<u>Unit 6</u> Which stories are special and why? (Thematic)

	<u>Creation</u> <u>Prior Learning</u> Children may have heard the creation story at pre-schools or talked about God.	<u>Incarnation</u> <u>Prior Learning</u> Children may have performed a Nativity play at pre-school and heard the Christmas story. Some may have watched our FS Nativity.	<u>Thematic</u> <u>Prior Learning</u> Children may have discussed families and special days or events. They may know about some other religions.	<u>Salvation</u> <u>Prior Learning</u> Children may know about what happens at Easter and may have made Easter cards or artefacts.	<u>Thematic</u> <u>Prior Learning</u> Children may have visited Waltham church or a local mosque.	<u>Thematic</u> <u>Prior Learning</u> Children may have heard stories from different religions and cultures before coming to school.
	<u>Creation</u> <u>Future Learning</u> Y1 - Who do Christians say made the world? Y3 - What do Christians learn from the Creation story? Y5 - Creation and science - conflicting or complimentary?	<u>Incarnation</u> <u>Future Learning</u> Y1 - Why does Christmas matter to Christians? Y3 - What is the Trinity and why is it important to Christians? Y6 - Why do Christians believe that Jesus was the Messiah?	<u>Thematic</u> <u>Future Learning</u> FS - Summer 1 and 2 Y1-What does it mean to belong to a Faith community? Y2 - Who is a Muslim and how do they live? Y3 - How do festivals and worship matter to a Muslim? Y4 - What does it mean to be a Hindu in Britain today? How and why do people mark	<u>Salvation</u> <u>Future Learning</u> Y2 - Why does Easter matter to Christians? Y4 - Why do Christians call the day Jesus died Good Friday? Y6 - What difference does the resurrection make to Christians?	<u>Thematic</u> <u>Future Learning</u> Y1 - What does it mean to belong to a faith community? Y2 - Who is a Muslim and how do they live? What makes some places special to believers? Y3 - How do festivals and worship show what matters to a Muslim? Y4 - What does it mean to be a Hindu in Britain today?	<u>Thematic</u> <u>Future Learning</u> Y1 - How should we care for the world and for others and why does that matter? Y2 - What is the good news Jesus brings? Who is a Muslim and how do they live? Y3 - What is it like for someone to follow God? How and why do people try and make the world a better place? Y6 - Christians

			significant events of life? Y5 - What does it mean to be a Muslim in Britain today?		Y5 - Why is the Torah so important to Jewish people?	and how to live - what would Jesus do?
	In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.	In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.	This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn about how Hindu brothers and sisters	In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.	This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. To support this unit, teachers may wish to consider organising a visit to a place of worship or inviting a member of a Mosque or Church community to visit the school to speak with pupils about lived experience.	In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.

			might show their love and respect for each other at Raksha Bandhan.			
<i>Key Vocabulary</i>	· CHRISTIANS · GOD · CREATION · ADAM · EVE · BIBLE · PARABLE · PRECIOUS · JESUS · PEARL	· INCARNATION · JESUS · CHRISTMAS · MARY · JOSEPH · SHEPHERDS · ANGEL · STAR · MAGI · MANGER	· MUSLIMS · HINDUS · CHRISTIANS · JESUS · BAPTISM · RAKSHA BADHAN · WELCOME · LOVE · SPECIAL · RAKHI	· JESUS · GOD · SALVATION · EASTER · HOSANNA · PALM · GOOD FRIDAY · DONKEY · SUNDAY · DISCIPLES	· CHRISTIANS · PILGRIMAGE · MUSLIMS · HOLY · CHURCH · BIBLE · MOSQUE · IMAM · QUR'AN · VICAR	· CHRISTIANS · BIBLE · MUSLIMS · TORAH · BELIEVER · TEXT · STORIES · JEWS · QUR'AN · SPECIAL

Year 1	<u>Unit 7 UC</u> Who do Christians say made the world? (Creation)	<u>Unit 8 UC</u> Why does Christmas matter to Christians? (Incarnation)	<u>Unit 9</u> Who is Jewish and how do they live? (Judaism)	<u>Unit 10 UC</u> What do Christians believe God is like? (God)	<u>Unit 11</u> What does it mean to belong to a faith community? (Thematic)	<u>Unit 12</u> How should we care for the world and for others, and why does it matter? (Thematic)
	<u>Creation Prior Learning</u> FS - Why is the word God so important to Christians?	<u>Incarnation Prior Learning</u> FS - Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)	<u>Judaism Prior Learning</u> FS - Which places are special and why? (Thematic) FS - Which stories are special and why?	<u>God Prior Learning</u> FS - Why is the word God so important to Christians?	<u>Thematic Prior Learning</u> FS - Which places are special and why?	<u>Thematic Prior Learning</u> FS - Being special: where do we belong?
	<u>Creation Future Learning</u> Y3 - What do Christians learn from the Creation story? Y5 - Creation and science - conflicting or complimentary?	<u>Incarnation Future Learning</u> Y3 - What is the Trinity and why is it important to Christians? Y6 - Why do Christians believe that Jesus was the Messiah?	<u>Judaism Future Learning</u> Y3 - How do festivals and family life show what matters to Jewish people? Y5 - Why is the Torah so important to Jewish people?	<u>God Future Learning</u> Y3 - What is it like for someone to follow God? What is the Trinity and why is it so important for Christians? Y4 - When Jesus left, what was the	<u>Thematic Future Learning</u> Y2 - Who is a Muslim and how do they live? What makes some places special to believers? Y3 - How do festivals and	<u>Thematic Future Learning</u> Y2 - Who is a Muslim and how do they live? Y3 - How and why do people try and make the world a better place? Y6 - Christians

				impact of Pentecost? Y5 - What does it mean if Christians believe god is holy and loving? How can following God bring freedom and justice? Y6 - For Christians, what kind of king is Jesus?	family life show what matters to Jewish people? How do festivals and family life show what matters to a Muslim? Y4 - How do people mark significant events of life? Y5 - What matters most to Humanists and Christians? Y6 - How does faith help when life gets hard?	and how to live - what would Jesus do? Why do Hindus want to be good?
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	Within this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.	In this unit pupils will start to think about the term's secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.	Within this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.	Within this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish	In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.	Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings
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				and find out about how many Christians put their beliefs into practice through worship.		found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.
Key Vocabulary:	• <i>World</i> • <i>Belief</i> • <i>Thank</i> • <i>Harvest</i> • <i>God</i> • <i>believe</i> • <i>Bible</i> • <i>Genesis</i> • <i>praise</i> • <i>Creation</i>	• <i>Incarnation</i> • <i>Jesus</i> • <i>Mary</i> • <i>Joseph</i> • <i>Shepherds</i> • <i>Advent</i> • <i>Secular</i> • <i>Religious</i> • <i>Birth</i> • <i>Celebration</i>	• <i>Synagogue</i> • <i>Torah</i> • <i>Jewish</i> • <i>Mezuzah</i> • <i>Shabbat</i> • <i>Shema</i> • <i>God</i> • <i>Chanukah</i> • <i>Dreidel</i> • <i>Star of David</i>	• <i>Forgiving</i> • <i>Prodigal</i> • <i>Worship</i> • <i>Nineveh</i> • <i>loving</i> • <i>Father</i> • <i>Parable</i> • <i>Jonah</i> • <i>God</i> • <i>Holy</i>	• <i>Community</i> • <i>Muhammad</i> • <i>Shabbat</i> • <i>Allah</i> • <i>Ichthus</i> • <i>Faith</i> • <i>Baptism</i> • <i>Agigah</i> • <i>Parable</i> • <i>wedding</i>	• <i>Community</i> • <i>World</i> • <i>Psalm</i> • <i>Stewardship</i> • <i>love</i> • <i>Genesis</i> • <i>Religious</i> • <i>Nonreligious</i> • <i>Christian</i> • <i>Jews</i>
Year 2	Unit 13 UC What is the good news Christians believe Jesus brings? (Gospel)	Unit 14 UC What is the good news Christians believe Jesus brings? (Gospel)	Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)	Unit 16 Why does Easter matter to Christians? (Salvation)	Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam)	Unit 18 What makes some places special to believers? (Thematic)

	<u>Gospel</u> <u>Prior Learning</u> FS - Which stories are special and why? Y1 - What do Christians believe God is like?	<u>Gospel</u> <u>Prior Learning</u> FS - Which stories are special and why? Y1 - What do Christians believe God is like?	<u>Islam</u> <u>Prior Learning</u> FS - being special - where do we belong? Which places are special and why? Which stories are special and why? Y1 - What does it mean to belong to a faith community?	<u>Salvation</u> <u>Prior Learning</u> FS - Why do Christians put a cross on their Easter garden?	<u>Islam</u> <u>Prior Learning</u> FS - being special - where do we belong? Which places are special and why? Which stories are special and why? Y1 - What does it mean to belong to a faith community?	<u>Thematic</u> <u>Prior Learning</u> FS - Which places are special and why? Y1 - What does it mean to belong to a faith community?
	<u>Gospel</u> <u>Future Learning</u> Y3 - What is it like for someone to follow God? How and why do people try and make the world a better place? Y4 - What kind of world did Jesus want? Y5 - What does it mean if Christians believe God is holy and loving?	<u>Gospel</u> <u>Future Learning</u> Y3 - What is it like for someone to follow God? How and why do people try and make the world a better place? Y4 - What kind of world did Jesus want? Y5 - What does it mean if Christians believe God is holy and loving? Y6 - Christians and	<u>Islam</u> <u>Future Learning</u> Y3 - How do festivals and worship show what matters to a Muslim? Y5 - What does it mean to be a Muslim in Britain today?	<u>Salvation</u> <u>Future Learning</u> Y4 - Why do Christians call the day Jesus died Good Friday? Y6 - What difference does the resurrection make to Christians?	<u>Islam</u> <u>Future Learning</u> Y3 - How do festivals and worship show what matters to a Muslim? Y5 - What does it mean to be a Muslim in Britain today?	<u>Thematic</u> <u>Future Learning</u> Y3 - How and why do people try to make the world a better place? Y5 - What does it mean to be a Muslim in Britain today? Why is the Torah so important for Jewish people?

	Y6 - Christians and how to live, what would Jesus do?	how to live, what would Jesus do?				
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	In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good	In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good	In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of	Within this unit, pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe	In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact	Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.
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	news for Christians or whether there are things for people from different worldviews to consider. This unit is made up of two parts and learning covering the above content will continue in part two.	news is only good news for Christians or whether there are things for people from different worldviews to consider.	believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.	upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	
Key vocabulary:	• Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles	• Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles • Prayer	• Shahadah • Zakat • Muslims • Hajj • Islam • Sawm • Salah • Tawhid • Ramadan • Prophet	• God • Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious	• Muslim • Shahadah • Zakat • Hajj • Islam • Prophet • Salah • Sawm • Ramadan • Allah	• Worship • Jewish • Holy • Christian • Muslim • community • Mosque • Sacred • Church • Synagogue • Place of worship • Shabbat
Year 3	Unit 19 UC What is it like for someone to follow God? (People of God)	Unit 20 UC What is the Trinity and why is it important for Christians? (Incarnation/God)	Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 UC What do Christians learn from the creation story? (Creation/Fall)	Unit 24 How and why do people try to make the world a better place? (Thematic)

	<u>People of God</u> <u>Prior Learning</u> FS - Which stories are special and why? Y1 - What do Christians believe God is like? Y2 - What is the Good news Christians believe Jesus brings?	<u>Incarnation</u> <u>Prior Learning</u> FS - Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) Y1 - Why does Christmas matter to Christians?	<u>Islam</u> <u>Prior Learning</u> FS - being special - where do we belong? Which places are special and why? Which stories are special and why? Y1 - What does it mean to belong to a faith community?	<u>Judaism</u> <u>Prior Learning</u> FS - Which places are special and why? (Thematic) FS - Which stories are special and why?	<u>Creation</u> <u>Prior Learning</u> FS - Why is the word God so important to Christians?	<u>Thematic</u> <u>Prior Learning</u> FS - Which places are special and why? Y1 - What does it mean to belong to a faith community?
	<u>People of God</u> <u>Future Learning</u> Y4 - When Jesus left, what was the impact of Pentecost? Y5 - How can following God bring freedom and justice? Y6 - For Christians, what kind of king is Jesus?	<u>Incarnation</u> <u>Future Learning</u> Y6 - Why do Christians believe that Jesus was the Messiah?	<u>Islam</u> <u>Future Learning</u> Y5 - What does it mean to be a Muslim in Britain today?	<u>Judaism</u> <u>Future Learning</u> Y5 - Why is the Torah so important to Jewish people?	<u>Creation</u> <u>Future Learning</u> Y5 - Creation and science - conflicting or complimentary?	<u>Thematic</u> <u>Future Learning</u> Y5 - What does it mean to be a Muslim in Britain today? Why is the Torah so important for Jewish people?

	<i>In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might</i>	<i>In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.</i>	<i>Within this unit. Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</i>	<i>Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</i>	<i>This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.</i>	<i>In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering</i>
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	<i>sometimes feel hard for believers.</i>					<i>diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.</i>
Key Vocabulary:	• Prophets • Abram • Noah • Wedding • Old Testament • Pilgrimage • Muslims • Holy • Church • Promise • Abraham • Covenant • Righteous • Christians	• Trinity • Holy spirit • Messiah • John the Baptist • Believer's Baptism • Pilgrimage • Muslims • Holy • Church • Father • Jesus • Scripture • Infant Baptism • Denomination	• Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid	• Freedom • Torah • Yom Kippur • Orthodox • Pesach • Shabbat • Rosh Hashanah • Shema • Progressive • Forgiveness	• Creation • Catholic • Big Story • Responsibility • Sin • Pilgrimage • Muslims • Holy • Church • Steward • Interpret • Genesis • Fall • Temptation	• Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule
Year 4	Unit 25 UC What kind of world did Jesus want? (Gospel)	Unit 26 UC For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Unit 27 What do Hindus believe God is like? (Hindus)	Unit 28 UC Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)	Unit 30 How and why do people mark the significant events of life? (Thematic)

	<u>Gospel</u> <u>Prior Learning</u> FS - Which stories are special and why? Y1 - What do Christians believe God is like?	<u>Kingdom of God</u> <u>Prior Learning</u> FS - Why do Christians put a cross on their Easter garden? Y1 - What do Christians believe God is like? Y3 - What is the Trinity and why is it important for Christians?	<u>Hindus</u> <u>Prior Learning</u> FS - Being special - where do we belong? Y2 - What makes some places special for believers?	<u>Salvation</u> <u>Prior Learning</u> FS - Why do Christians put a cross on their Easter garden? Y2 - Why does Easter matter to Christians?	<u>Hindus</u> <u>Prior Learning</u> FS - Being special - where do we belong? Y2 - What makes some places special for believers? Y4 - What do Hindus believe God is like?	<u>Thematic</u> <u>Prior Learning</u> FS - Which places are special and why? Being special - where do we belong? Y1 - What does it mean to belong to a faith community? Y2 - Who is a Muslim and how do they live? Y3 - How do festivals and worship show what matters to a Muslim / Jewish people? Y4 - what does it mean to be a Hindu in Britain today?
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	<u>Gospel</u> <u>Future Learning</u> Y5 - What does it mean if Christians believe God is holy and loving?	<u>Kingdom of God</u> <u>Future Learning</u> Y6 - What difference does the resurrection make to Christians? Why do Christians believe that Jesus is the Messiah?	<u>Hindus</u> <u>Future Learning</u> Y4 - What does it mean to be a Hindu in Britain today? How and why do people mark significant events in life? Y6 - Why do Hindus want to be good?	<u>Salvation</u> <u>Future Learning</u> Y6 - What difference does the resurrection make to Christians?	<u>Hindus</u> <u>Future Learning</u> Y4 - How and why do people mark significant events in life? Y6 - Why do Hindus want to be good?	<u>Thematic</u> <u>Future Learning</u> Y5 - What matters most to Humanists and Christians?
	<i>In this unit, pupils will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible</i>	<i>In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils</i>	<i>This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some</i>	<i>Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the</i>	<i>This unit develops and extends the learning from Unit L2.7 (Unit 27) entitled How do Hindus describe the divine? In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of</i>	<i>In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of</i>

	<i>and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.</i>	<i>will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.</i>	<i>stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</i>	<i>Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</i>	<i>dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</i>	<i>love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.</i>
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Key Vocabulary:	• Jesus • Disciples • Follower • Clergy • Galilee • Vicar • Parable • Samaritan • Gospel • Evangelist	• Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues • Acts • Trinity • Apostles	• Hindu • Brahman • Deity • Namaste • Shiva • Aum • Atman • Lakshmi • Vishnu • Brahma	• Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary	• Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali • Sita	• Significant • Journey • Baptism • Commitment • Marriage • Bar Mitzvah • Bat Mitzvah • Ceremony • Wedding • Sacred thread
Year 5	Unit 31 UC What does it mean if Christians believe God is Holy and loving? (God)	Unit 32 What does it mean to be a Muslim in Britain today? (Islam)	Unit 33 Why is the Torah so important to Jewish people? (Judaism)	Unit 34 UC Creation and science, conflicting or complimentary? (Creation/Fall)	Unit 35 UC How can following God bring freedom and justice? (People of God)	Unit 36 What matters most to Humanists and Christians? (Thematic)
	<u>God</u> <u>Prior Learning</u> FS - Why is the word God so important for Christians? Y1 - What do Christians believe God is like? Y3 - What is the Trinity and why is it important for	<u>Islam</u> <u>Prior Learning</u> FS - being special - where do we belong? Which places are special and why? Which stories are special and why? Y1 - What does it mean to belong to a faith community?	<u>Judaism</u> <u>Prior Learning</u> FS - Which places are special and why? (Thematic) FS - Which stories are special and why?	<u>Creation</u> <u>Prior Learning</u> FS - Why is the word God so important to Christians? Y1 - Who do Christians say made the world? Y3 - What do Christians learn	<u>People of God</u> <u>Prior Learning</u> FS - Why is the word God so Important to Christians? FS - Why do Christians put a cross in their Easter garden? Y2 - What is the	<u>Thematic</u> <u>Prior Learning</u> Y1 - How should we care for the world and others and why does this matter? Y2 - what makes some places special for believers?

	Christians?			from the creation story?	good news that Jesus brings? Y3 - what is it like for someone to follow God?	Y3 - How and why do people try to make the world a better place? Y4 - How and why do people mark significant events?
	<u>God</u> <u>Future Learning</u> Y5 - How can following God bring freedom and justice? Y6 - For Christians, what kind of a king is Jesus?	<u>Islam</u> <u>Future Learning</u> Y6 - Why do some people believe in and some not? How does faith help people when life gets hard?	<u>Judaism</u> <u>Future Learning</u> Y6 - Why do some people believe in and some not? How does faith help people when life gets hard?	<u>Creation</u> <u>Future Learning</u> Y6 - Why do some people believe in God and some not?	<u>People of God</u> <u>Future Learning</u> Y6 - Christians and how to live, what would Jesus do?	<u>Thematic</u> <u>Future Learning</u> Y6 - Why do some people believe in God and some not? How does faith help people when life gets hard?

	<i>Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin</i>	<i>Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</i>	<i>Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current</i>	<i>Within this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for</i>	<i>Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these</i>	<i>In this unit, pupils will think carefully about actions, sources of authority, values, religious and nonreligious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</i>
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	<i>can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.</i>		<i>thinking on gender and climate.</i>	<i>believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.</i>	<i>and what they mean for believers today.</i>	
Key Vocabulary:	• Holy • Omnipresent • Omniscient • Believer • Eternal • Loving • Omnipotent • Isaiah • John • Testament	• Muslim • Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage	• Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover) • Synagogue • Kosher • Progressive • Kashrut	• Science • Genesis • Big bang theory • Complementary • Creation • Literal • Creator • Conflicting • Interpretation • Theory	• People of God • Children of Israel • Freedom • Justice • Moses • Exodus • Slavery • Egypt • Pharoah • Rescue	• Humanist • Nonreligious • Belief • Moral • Golden rule • Humanism • Worldview • Christian • Values • Authority

Year 6	Unit 37 UC Christians and how to live: what would Jesus do? (Gospel)	Unit 38 UC Why do Christians believe that Jesus was the Messiah? (Incarnation)	Unit 39 Why do Hindus want to be good? (Hindus)	Unit 40 UC What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	Unit 41 UC For Christians, what kind of king is Jesus? (Kingdom of God)	Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)
	<u>Gospel</u> <u>Prior Learning</u> FS - Which stories are special and why? Y1 - What do Christians believe God is like? Y5 - What does it mean if Christians believe God is holy and loving?	<u>Incarnation</u> <u>Prior Learning</u> FS - Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) Y1 - Why does Christmas matter to Christians?	<u>Hindus</u> <u>Prior Learning</u> FS - Being special - where do we belong? Y2 - What makes some places special for believers? Y4 - What does it mean to be a Hindu in Britain today? How and why do people mark significant events in life?	<u>Salvation</u> <u>Prior Learning</u> FS - Why do Christians put a cross on their Easter garden? Y2 - Why does Easter matter to Christians? Y4 - Why do Christians call the day Jesus died Good Friday?	<u>Kingdom of God</u> <u>Prior Learning</u>	<u>Thematic</u> <u>Prior Learning</u>

	In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe	In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.	Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live	Within this unit, pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on	In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that	
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	the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.		their life using the example of two charities.	Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.	Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about	
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					ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.	
Key Vocabulary:	• Gospel • Theology • Luke • Matthew • Mark • Interpretation • Leprosy • Christ-like • Parables • Commandments	• Messiah • Incarnation • Saviour • Immanuel • Micah • Theological • Prophecy • Gospel • Prophet • Isaiah	• Dharma • Samsara • Reincarnation • Atman • Duty • Karma • Moksha • Brahman • Ahimsa • Deity	• Salvation • Resurrection • Interpret • Sacrifice • Biblical • Theological • Gospel • Eternal life • Incarnation • Funeral	• Parable • Kingdom • Salvation • Forgiving • Unforgiving • Banquet • Biblical • Inheritance • Social • Unjust	

SEND Adaptations for Religious Education (RE)

“RE has an important role in preparing children for adult life, employment and lifelong learning. It enables pupils <including SEND children> to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
• Use of first-hand practical activities to explore and spark interest. • Use of secondary sources to support understanding of content such as books, photos, videos, simulations or animations. • Use of word banks (and picture cards where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary. • Use of alternative ways of recording for writing up experiments including some scribing (leaving blanks for children to complete some known words independently rather than copying). • Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel	• Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Pre-expose children with some of the RE materials so that they naturally have an interest in what the learning is going to be about. • Plan movement breaks and classroom jobs to allow children to move within a lesson. • Visual words/cues/phrases. • Repetition and reinforcement. • Scaffolding observational skills for RE through careful and targeted questioning. • Giving a processing prompt that a question will be coming, give the question before	• Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal. • Using IT to support where necessary either for whole class learning or for recording their learning. • Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. • Use of positive language to encourage good choice and higher self-esteem.	• Ensure all images are large enough and accessible. • Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing. • Consider the RE materials which are being used – does the child have a fine motor control difficulty? • Working within mixed ability groups to support. • Pencil grips, tripod pencils, left handed pens etc to support. • Use of IT to support access beyond screen sharing. • Ear defenders for working time to reduce classroom noise.

confident in using the word verbally or in writing. ● Use of small groups to scaffold SEND children where needed. ● Application of vocabulary into different contexts to deepen understanding. ● Recaps start a lesson to help recall previous learning i.e. something we learnt last term (last time we did the topic), last year, last lesson ● Ensure that parents are aware of the vocabulary of the RE curriculum and can support with the learning of terminology at home through research. Ensure parents are aware of the RE curriculum to support at home (available on the website). ● Knowledge organisers are sent home and referred to in class if applicable. ● Sticky knowledge quizzes in mixed ability groups to be completed to recap important knowledge regularly.	moving onto a few other children, before coming back for the answer. ● Simple, step by step instructions verbally and then in a prompt sheet. ● Use of appropriate modelling to support understanding.	● Teaching with empathy and understanding of the child's needs. ● Allow movement breaks within the classroom for example giving out equipment or books etc. ● Allow sensory/brain breaks as a break from learning. ● Think about cognitive overload and the child's ability to cope with this. ● Teach calming breathing techniques to support children who may become overwhelmed. ● Providing 'Now and Next' cards to show the child the routine of the lesson.	● Providing warning of any transition that may occur in the lesson. ● Minimising classroom distractions; e.g. reducing noise, calm lighting, removing clutter. ● Creating an environment with calm colours where possible. ● Careful consideration of trips for RE, will the child need some access arrangements or physical support within old buildings such as churches/Cathedrals? ● A separate risk assessment may be required.
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Examples of RE adapted activities :			