



# RE



**INTENT:** Christianity and Christian values underpin everything we do at All Saints Primary

The aim of our Religious Education curriculum is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Within Religious Education our school vision, 'Nurturing hearts, inspiring minds' is developed by allowing pupils to critically reflect upon, evaluate and apply their learning to their growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience. For example, asking challenging questions, looking for transformation, respecting views and opinions of others, celebrating differences and emphasising tolerance.

**IMPLEMENTATION:** At All Saints, it has been agreed, that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study: Christianity, Islam, Judaism, Hinduism and Sikhism. As we are a church school, where Christian values underpin all our learning, Christianity is the chosen faith for deeper understanding.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

To support children in deepening their understanding of the religions studied we have decided to ensure that each year group has a subject story PowerPoint that can be referred to throughout their time at All Saints to recall, discuss, embed and explore prior learning. This is supplemented by a class learning pathway log, which is available to children in class so they are able to look back at topics explored, experiences they have had and discussions they have held.

Children who are achieving below ARE are supported by ongoing access to the class book, allowing them to continue to embed knowledge covered as well as increase familiarity with the language used within Religious Education. Children who are achieving below ARE and are on S&L interventions receive pre or post teaching of new language that will be covered in class in order to support them further.

**IMPACT:** The school aims to inspire children to live their lives by the Christian values.

The children at All Saints Primary enjoying learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, so they can respect the differences they come across.



# RE



## SMSC

### (to be developed in all lessons)

**Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

**Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social:** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

**Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.



# RE



## At the end of EYFS, pupils will:

- Children talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

## At the end of KS1, pupils will know:

### Christianity

- That Christians believe in and worship God and try to live their lives to please him, also that God is kind, loving and fair.
- That Christians believe God created the universe and has a unique relationship to humans
- That Christians believe that Jesus is God and celebrate his birth and the build up to his birth (Advent).
- That Christians believe that Jesus brings good news to all people and that Jesus showed people how to live their lives.
- That Easter is important to Christians
- That Christians believe Jesus forgave all people and rose from the dead.

### Other Beliefs

- Recall and name different beliefs and practices including festivals, worship, rituals and ways of life
- Recognise some different symbols and actions which express a community's way of life
- Explore questions about belonging, meaning and truth

## At the end of KS2, pupils will know:

### Christianity

- That Christians believe that God the Creator cares for the creation, including human beings and Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short
- Christians believe that, through Jesus, all people can become the People of God.
- 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 Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.
- Christians remember and celebrate Jesus' last week, death and resurrection.
- Christians believe staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.

### Other Beliefs

- Describe and make connections between different features of religions
- Observe and understand varied examples of religions so they can explain to others
- Discuss and present their own views and views of others



# **RE**



## **KS1 & KS2 KEY KNOWLEDGE**

### **CHRISTIANITY**

- to know about and understand Christianity as a living world faith, by exploring core theological concepts
- to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

### **OTHER RELIGIONS**

- to know about and understand a range of religions and worldviews
- to express ideas and insights about nature, significance and impact of religions and worldviews
- to gain and deploy the skills needed to engage seriously with religions and worldviews



**RE**



## **DIAMOND / TOPAZ CLASS**

### **YR & Y1 cohort**

#### **Year 1**

## **UNDERSTANDING CHRISTIANITY – WHY IS THE WORD 'GOD' SO IMPORTANT TO CHRISTIANS – Christianity**

**Autumn Term 1**

**2019/2020 ( DISCOVERY - SPECIAL PEOPLE taught)**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

### **ASPECTS TO COVER**

- God is 'the Father almighty, the Creator of heaven and earth', who created the world from nothing. God is eternal and has no beginning and end.
- God's creation is awesome – full of beauty, design, variety and a sense of purpose. The natural world points to God its Creator and calls humans to praise him.
- 'The Earth is the Lord's and everything in it.' God is King of the universe, above all else. His name should be respected and hallowed (kept holy).
- Humans are part of God's creation. Each person is known by God and has a place and purpose in the universe; each has been created to 'know God and enjoy him forever'.
- Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'.
- Humans are made in God's image. We can create and be creative like our Maker, but God is the true 'giver of life'. We should give thanks to God for his good gifts; at Harvest, for example.



## RE



### UNDERSTANDING CHRISTIANITY – Why do Christians perform Nativity plays at Christmas?

Autumn Term 2

#### PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Why the word God is important to Christians  
Role and message in school Nativity play

#### ASPECTS TO COVER

- God came to earth as Jesus Christ.
- He is called the 'Son of God'
- People are God's treasured possessions
- Jesus shows what God is like
- Every human is precious to God

### DISCOVERY - Judaism - Is Shabbat important to Jewish children?

Spring 1

#### PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Celebrations  
Special places

#### ASPECTS TO COVER

- Explain why Shabbat is important to Jewish people
- Explain how Jewish people celebrate Shabbat
- Explain how being a member of a religion influences people's behaviour

### DISCOVERY - Salvation – Why was Jesus welcomed like a celebrity on Palm Sunday? - Christianity

Spring Term 2

#### PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Why do Christians put a cross in an Easter Garden  
Nativity

#### ASPECTS TO COVER

- Talk about a person they admire
- Recall the Easter story
- talk about symbolism in the Easter story
- Explore why Jesus is special to Christians



## **GOSPEL - UC 1.4 - What is the good news that Jesus brings? - Christianity**

### **Summer 1**

#### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

- The creation story
- The birth of Jesus and Advent
- Parables and Christians showing their belief in God
- Stories about Jesus showing friendship
- Jesus and Christians being kind

#### **ASPECTS TO COVER**

- Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

## **DISCOVERY - Judaism – Are Rosh Hashanah and Yom Kippur important to Jewish children?**

### **Summer Term 2**

#### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Shabbat  
Stories  
special places

#### **ASPECTS TO COVER**

- What is Rosh Hahanah and how is it celebrated?
- What is Yom Kippur and how is it celebrated?



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**Year 2**

**CREATION - UC 1.2 - Who made the world?**

**Autumn Term 1**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

Stories

**ASPECTS TO COVER**

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation
- Think, talk and ask questions about living in an amazing world.

**DISCOVERY – INCARNATION - What gifts might people  
in my town have given to Jesus if he had been born  
here rather than in Bethlehem – Christianity**

**Autumn Term 2**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

Why do Christians perform Nativity plays?

**ASPECTS TO COVER**

- Nativity story to be explored
- Symbolism of gifts given to Jesus
- Explore why Jesus was a special gift from God to the world

**DISCOVERY – CELEBRATIONS – Islam & Judaism**

**Spring Term 1**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

**ASPECTS TO COVER**

- Islamic celebrations





# RE



Own celebrations

- Jewish celebrations
- Christian Celebrations

## **SALVATION - UC 1.2 – Why do Christians put a cross in an Easter garden?**

**Spring Term 2**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Why the word God is important to Christians  
Nativity

### **ASPECTS TO COVER**

- For Christians, Easter is the most important
- It is a mixture of sorrow, reflection, joy and hope.
- New Life
- Holy Week: Good Friday, Easter Saturday and Easter Sunday.

## **DISCOVERY – STORIES – Christianity, Islam, Hinduism, Sikhism & Buddhism**

**Summer Term 1**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Easter  
Nativity  
Collective Worship stories

### **ASPECTS TO COVER**

- Stories from different faiths
- Stories from different parts of the world
- Compare and contrast stories

## **DISCOVERY – SPECIAL PLACES – Christianity, Islam & Judaism**

**Summer Term 2**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

### **ASPECTS TO COVER**

- Places of worship



**RE**



Stories  
Celebrations

- Home
- Compare and contrast

**TOPAZ CLASS**  
**YEAR 2 COHORT**

**GOD – U.C. 1.1 – What do Christians believe God is like?**  
**- Christianity**  
**Autumn 11**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

**CHRISTIANITY**  
Christmas and Easter  
Bible stories from Worship and RE

**ASPECTS TO COVER**

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
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## **INCARNATION - UC 1.3 - Why does Christmas matter to Christians?**

### **Autumn Term 2**

#### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

##### **CHRISTIANITY**

The creation story

#### **ASPECTS TO COVER**

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

## **Does what is important to people of faith impact on how they live?**

### **Spring Term 1**

#### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

##### **JUDAISM**

Y1 – importance of Shabbat, Rosh Hashana and Yom Kippur

##### **CHRISTIANITY**

Christmas and Easter  
Bible stories from Worship

#### **ASPECTS TO COVER**

- The Torah and the Bible and their impact on daily life
- Stories of Jesus life and the impact on daily life
- Key Jewish and Christian celebrations and festivals
- Jewish and Christian objects and symbols of importance



# RE



## **SALVATION - UC 1. Why does Easter matter to Christians?** **Spring Term 2**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

#### **CHRISTIANITY**

The creation story  
The birth of Jesus and Advent  
Parables and Christians showing their belief in God  
Stories about Jesus showing friendship  
Jesus and Christians being kind  
Gospel and good news

### **ASPECTS TO COVER**

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

## **DISCOVERY - Community and Belonging - Does going to the mosque give a Muslim a sense of belonging?** **Summer Term 1**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

#### **JUDAISM AND CHRISTIANITY**

Y2- Impact of belief on daily life

#### **JUDAISM**

Y1 – Importance of Shabbat, Rosh Hashana and Yom Kippur to Jews

### **ASPECTS TO COVER**

- Describe how Muslims achieve a sense of belonging
- Explain what happens when Muslims pray
- Explain why some Muslims prefer to pray alone and others collectively in a mosque



# **DISCOVERY - Hajj - Does completing the Hajj make a person a better Muslim?**

## **Summer Term 2**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

#### **JUDAISM AND CHRISTIANITY**

Y2- Impact of belief on daily life

#### **JUDAISM**

Y1 – Importance of Shabbat, Rosh Hashana and Yom Kippur to Jews

#### **MUSLIM**

Y2 –going to the Mosque

### **ASPECTS TO COVER**

- Use correct vocabulary to tell about some parts of the Hajj
- Explain some of the events of the Hajj and how they help Muslims feel a sense of commitment to God.
- Express an opinion on whether completing the Hajj makes someone a better Muslim.



**RE**



**RUBY CLASS**

**Year 1**

**U.C. 2A.1 – What do Christians learn from the creation story?**

**Autumn Term 1 2019/2020 & 2021/2022**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

**CHRISTIANITY**

Creation story

Y2 – Impact of belief on daily life

**ASPECTS TO COVER**

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians



## **GOD - UC 2a.3 - What is Trinity?** **Autumn Term 2 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Previous Bible stories from RE and Worship

### **ASPECTS TO COVER**

- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

## **DISCOVERY – Would visiting the river Ganges feel special to a non-Hindu?** **Spring Term 1 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

#### **JUDAISM AND CHRISTIANITY**

Y2- Impact of belief on daily life

#### **JUDAISM**

Y1 – Importance of Shabbat, Rosh Hashana and Yom Kippur to Jews

#### **MUSLIM**

Y2 – Completion of Hajj, going to the Mosque

### **ASPECTS TO COVER**

- The importance of water
- Hindu rituals linked to the River Ganges
- The importance and significance of rituals linked to the River Ganges
- Exploration of feelings for those taking part in rituals at the River Ganges



## **KINGDOM OF GOD - UC2A.6 -When Jesus left, what was the impact of Pentecost?**

**Spring Term 2 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Easter story

#### **JUDAISM AND CHRISTIANITY**

Y2- Impact of belief on daily life

#### **JUDAISM**

Y1 – Importance of Shabbat, Rosh Hashana and Yom Kippur to Jews

### **ASPECTS TO COVER**

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now.
- Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.





# RE



## **DISCOVERY – Do Sikhs think it is important to share?**

**Summer Term 1 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **JUDAISM AND CHRISTIANITY**

Y2- Impact of belief on daily life

#### **JUDAISM**

Y1 – Importance of Shabbat, Rosh Hashana and Yom Kippur to Jews

#### **MUSLIM**

Y2 – Completion of Hajj, going to the Mosque

### **ASPECTS TO COVER**

- The importance of sharing, even when it is not easy
- Look at how Sikhs share
- Explore how this sharing is important because of their beliefs
- Discuss if sharing is or is not important to Sikhs due to their beliefs

## **DISCOVERY – Do people need to go to church to show they are Christian?**

**Summer Term 2 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

#### **JUDAISM AND CHRISTIANITY**

Y2- Impact of belief on daily life

#### **JUDAISM**

Y1 – Importance of Shabbat, Rosh Hashana and Yom Kippur to Jews

#### **MUSLIM**

Y2 – Completion of Hajj, going to the Mosque

#### **SIKHISM**

Y3/4 Does joining the Khalsa make a person a better Sikh?

### **ASPECTS TO COVER**

- special places of personal significance
- How churches are used for Holy communion and baptism
- Explore the impact a special place may have on a Christian



**RE**



**RUBY CLASS**

**Year 2**

**PEOPLE OF GOD - UC 2a.2 - What is it like to follow God?**  
**Autumn Term 1 2020/2021 & 2022/2023**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

**CHRISTIANITY**

Whole school wedding event

**ASPECTS TO COVER**

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

**DISCOVERY –INCARNATION - Has Christmas lost its  
meaning?**

**Autumn Term 2 2020/2021 & 2022/2023**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

**CHRISTIANITY**

Nativity story

**ASPECTS TO COVER**

- Explore what Christmas means on a personal level (does it include giving and receiving gifts?)
- Christian belief Jesus was God in human form
- Explore why God sent Jesus to Earth
- Explore what Christmas means to Christians



## **DISCOVERY- Hindu Beliefs - How can Brahman be everywhere and in everything?**

**Spring Term 1 2020/2021 & 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

### **ASPECTS TO COVER**

- Remember a Hindu God
- Explain the significance of Hindu Gods to Hindus
- Explain how belief that Brahman is everywhere influences Hindus
- Explain how and why religion is important to many people

## **U.C. 2A.5- Why do Christians call the day Jesus dies Good Friday?**

**Spring Term 2 2020/2021 & 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Easter story  
Y3/4 Pentecost

### **ASPECTS TO COVER**

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- 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



## **U.C. 2A.4- GOSPEL – What kind of world would Jesus want?**

**Summer Term 1 2020/2021 & 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Y1 – creation, the Good News Jesus brought  
Y3/4 -Trinity, What do Christians believe God is like?

Easter  
Nativity

### **ASPECTS TO COVER**

- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

## **Discovery - Why is the best way for a Sikh to show commitment to God?**

**Summer Term 2 2020/2021 & 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **JUDAISM AND CHRISTIANITY**

Y2- Impact of belief on daily life

#### **JUDAISM**

Y1 – Importance of Shabbat, Rosh Hashana and Yom Kippur to Jews

#### **MUSLIM**

Y2 – Completion of Hajj, going to the Mosque

#### **SIKHISM**

Y3/4 Does joining the Khalsa make a person a better Sikh?

### **ASPECTS TO COVER**

- Personal commitments and associated difficulties
- How Sikhs show commitment to God
- Evaluate how much commitment different Sikh practices show



**RE**



**SAPPHIRE CLASS**

**Year 1**

**Discovery – What is the best way for a Christian to show commitment to God?**

**Autumn Term 1 2019/2020 & 2021/2022**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

**CHRISTIANITY**

Nativity, Easter, Trinity, Bible stories

**ASPECTS TO COVER**

Practices and ways of life

Values and commitments

'The Hiding Place': Book by Corrie Ten-Boom  
Bible Story (Old Testament):

The Ten Commandments Exodus - 20 2-17

Bible Story (New Testament): Love thy neighbour as thyself - Letter to the Galatians 5 14

Bible Story (New Testament): Holy Spirit - Letter to the Galatians 5 22-26

[www.bbc.co.uk/learningzone/clips/4458.html](http://www.bbc.co.uk/learningzone/clips/4458.html):  
The Eucharist or Holy Communion



**RE**



## **INCARNATION - UC 2b.4 - Was Jesus the Messiah?**

**Autumn Term 2 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Nativity, Easter, Trinity, Bible stories

### **ASPECTS TO COVER**

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

## **KINGDOM OF GOD - UC 2b.8 - What kind of king was Jesus?**

**Spring Term 1 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Nativity, Easter, Trinity, Bible stories

### **ASPECTS TO COVER**

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.



# RE



## **SALVATION - UC 2b.6 - What did Jesus do to save human beings**

**Spring Term 2 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Nativity, Easter, Trinity, Bible stories, Pentecost

### **ASPECTS TO COVER**

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today

## **DISCOVERY – Are Sikh stories important today?**

**Summer Term 1 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

Stories covered in all religions so far and the impact they have

### **ASPECTS TO COVER**

- Do sacred texts have to be 'true' to help people understand their religion?
- Is religion the most important influence and inspiration in everyone's life?



## **U.C. 2B.5 - GOSPEL – What would Jesus do?**

**Summer Term 1 2019/2020 & 2021/2022**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Stories studied so far

### **ASPECTS TO COVER**

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.





**RE**



**Year 2**

**U.C. 2B.3 – PEOPLE OF GOD – How can following God  
bring freedom and justice?**  
**Autumn Term 1 2022/2023**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

Ten commandments, B stories

**ASPECTS TO COVER**

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

**DISCOVERY – Is the Christmas story true?**  
**Autumn Term 2 2020/2021 & 2022/2023**

**PREVIOUS LEARNING IN SUBJECT & POSSIBLE  
CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

**CHRISTIANITY**

Nativity story, Easter

**ASPECTS TO COVER**

- Explore the meaning of 'true'
- Jesus as the incarnation of God
- Express opinions about personal beliefs on the truth of the story



**RE**



## **U.C. 2b.2- CREATION – Creation and Science; conflict or complimentary?**

**Spring Term 1 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE**

#### **CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

creation story

Creation stories from other religions

### **ASPECTS TO COVER**

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

## **SALVATION - What difference does the resurrection make for Christians?**

**Spring Term 2 2020/2021 & 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE**

#### **CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Nativity story, Easter, Bible stories, Christian practices, Trinity

### **ASPECTS TO COVER**

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
- Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
- Connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- Show how Christians put their beliefs into practice in different ways.
- Explain why some people find belief in the Resurrection makes sense and inspires them.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today



## **GOD - UC 2b.1 - What does it mean if God is Holy and Loving?**

**Summer Term 1 2020/2021 & 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **CHRISTIANITY**

Nativity story, Easter, Bible stories, Christian practices

### **ASPECTS TO COVER**

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

## **Beliefs and Values - Does belief in Akhira help Muslims to lead good lives ?**

**Summer Term 2 2020/2021 & 2022/2023**

### **PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)**

Make links between religions and regularly remind pupils about the key beliefs of Christianity, Judaism, Hinduism, Sikhism and Islam

#### **MUSLIM**

Y2 – Completion of Hajj, going to the Mosque

#### **CHRISTIANITY**

Heaven

### **ASPECTS TO COVER**

- Explain how belief in Akhirah influences how Muslims lead their lives
- Ask questions about life after death