

KNOWLEDGE



Reception:

Year 1/2: Christianity (creation, Christmas, Easter, Jesus as a friend and his teachings)

Judaism (Shabbat, Rosh Hashanah & Yom Kippur, Passover, God's covenant, rites of passage)

Year 3/4: Hinduism (Divali, Brahman, River Ganges)
Christianity (Christmas, Easter, healings, church)

Buddhism (happiness, Buddha's teachings, good life)

Year 5/6: Christianity (Christmas, Easter, eternity, commitment)

Sikhism (commitment, stories)

Islam (commitment, afterlife)

RE

CURRICULUM INTENT



SKILLS



Discover the beliefs of those of different faiths
Compare and contrast different world religions

Discuss and explain the reasons why people of faith believe what they do and the impact that it has on their life

Analyse the commitment shown to their faiths by those of different religions

CULTURAL CAPITAL



Studying RE enables us to **gain an understanding** of the fascinating variety of religions that exist in our world. Whilst hundreds of religions are followed worldwide, more and more are practised in the UK, so by learning about them we **grow in our knowledge and understanding** of what others believe and **increase the tolerance** that we have of those of all faiths or none.

We can learn so much from the commitment shown by many to what they believe and, whether we consider ourselves religious or not, **apply this commitment** to whatever issues or beliefs are important to us.

EXPERIENCES



Global & National Events:

Christmas, Easter, Divali

50 Things to do:

Wonder

Trips:

Oxford Central Mosque, Standlake Church,

CHARACTER



Roots that Strengthen: Knowledge of what people of different global faiths believe, including key beliefs about prayer, worship and life after death.

Branches that Reach: Comparison of different religions and discussion of them with our peers.

Fruit that Flourishes: Our own evaluation of world religions, enabling us to make choices about religions for ourselves as well as growing in tolerance of those of all faiths or none.

IMPACT



We monitor & support the teaching through:

Developmental Drop Ins

Book Look Feedback

We measure the impact on learning by:

Summative Assessment

End of Block assessments

We record the impact through:

Target tracker

Cycle A

| Reception | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------------|--|---------------------------|-----------------------------|-------------------------|------------------------------|--------------------|
| Class topic | Houses and Homes | Fabulous Festivals | Transport and Travel | Once Upon a Time | Marvellous Minibeasts | (Think Big) |
| Development Matters | Continue developing positive attitudes about differences between people. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries | | | | | |
| RE Outcomes | ELG (End of Reception): Children at the expected level of development will: * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- where appropriate - maps | | | | | |

Cycle B

| Reception | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------------|--|----------------------|------------------|-------------------------|-----------------------------|--------------------|
| Class topic | Superheroes/Super Me/Super People | Time for Toys | Dinosaurs | Once upon a Time | 5,4,3,2,1 Blast Off! | On the Farm |
| Development Matters | Continue developing positive attitudes about differences between people. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries | | | | | |
| RE Outcomes | ELG (End of Reception): Children at the expected level of development will: * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- where appropriate - maps * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | | | | | |

Cycle A

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------|---|---|---|--|---|---|
| Class topic | Paddington | Scientists and Inventors | Tin Forest | Grow, grow, grow | Through the window/ Our Village in the Past | Under the sea |
| Unit Title | <p>Theme: Creation Story</p> <p>Concept: God/Creation</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religion: Christianity</p> | <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p> | <p>Theme: Jesus as a friend</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p> | <p>Theme: Easter – Palm Sunday</p> <p>Concept: Salvation</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p> | <p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p> | <p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p> |
| Progression of skills | <p>I can say how it felt to make something</p> <p>I can remember the Christian Creation story and talk about it</p> <p>I can express an opinion about the Christian belief about creation</p> | <p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story</p> <p>I can suggest a gift I would give to Jesus</p> | <p>I can talk about my friends and why I like them</p> <p>I can remember a story about Jesus showing friendship and talk about it</p> <p>I can say how Jesus tried to be a good friend</p> | <p>I can talk about a person I admire</p> <p>I can recall parts of the Easter story.</p> <p>I can recognise some symbols in the story</p> <p>I can start to show understanding that Jesus is special to Christians and say why</p> | <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why</p> <p>I can start to make a connection between being Jewish and decisions about behaviour</p> | <p>I can say how it feels to say sorry and what I have said sorry for</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about</p> <p>I can choose a picture and give my thinking on why this is important to Jewish children at Rosh Hashanah or Yom Kippur.</p> |

Cycle B

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------|--|--|---|---|--|---|
| Class topic | When I grow up | Explorers | Great Fire of London | The Little Gardener | Chocolate | Wild and wonderful creatures |
| Unit Title | <p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p> | <p>Theme: Christmas – Jesus as a gift from God</p> <p>Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p> | <p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> | <p>Theme: Easter - Resurrection</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p> | <p>Theme: The Covenant</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p> | <p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p> |
| Progression of skills | <p>I can tell you when I have been kind to others even when it has been difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p> | <p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> | <p>I can talk about why I do as some people ask but not others.</p> <p>I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.</p> <p>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> | <p>I can say what I believe happens when you die and tell you how I remember people close to me.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> | <p>I can explain why agreements are important and why they should be kept.</p> <p>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.</p> <p>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p> | <p>I can explain why I could do things at different ages. I can tell you what I am most committed to in my life.</p> <p>I can talk about one of the ways Jews show commitment to God.</p> <p>I can talk about a way that Jews show commitment to God and say why this might be important.</p> |

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------|---|--|--|--|--|---|
| Class topic | Groovy Greeks | The Fiery Earth | Frozen Planet | Anglo Saxons | Egyptians | Local Area Study |
| Unit Title | <p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p> | <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning</p> <p>Religion: Christianity</p> | <p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p> | <p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p> | <p>Theme: Hindu beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p> | <p>Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p> |
| Progression of skills | <p>I can tell you three important actions I could take to support a group I belong to.</p> <p>I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p> | <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p> | <p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p> | <p>I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> | <p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> | <p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p> |

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------|--|---|--|---|---|--|
| Class topic | Planet Earth | Flintstones | Romans | Europe | Baghdad | Rainforest |
| Unit Title | <p>Theme: Buddha’s teachings</p> <p>Key Question: Is it possible for everyone to be happy</p> <p>Religion: Buddhism</p> | <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p> | <p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha’s teachings make the world a better place?</p> <p>Religion: Buddhism</p> | <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p> | <p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p> | <p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p> |
| Progression of skills | <p>Start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>Recall some of the things Siddhattha did to try to be happy and explain why they didn’t work for him.</p> <p>Begin to show an understanding of what being happy means to Buddhists.</p> | <p>Design a symbolic object to show the significance of Christmas or the Christmas holiday.</p> <p>Describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>Ask questions about what Christmas means to Christians and compare this with what it means to myself.</p> | <p>Suggest why there may be problems in the world and how people could help solve them.</p> <p>Recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it.</p> <p>Give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p> | <p>Discuss what sort of help people might need to show forgiveness.</p> <p>Describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>Show an understanding of how Christians believe God can help them show forgiveness.</p> | <p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> | <p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian’s special place has on him/her.</p> |

| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------|---|--|---|--|---|--|
| Class topic | Crime and punishment | World War II | Is Britain still Great? | River low, mountain high! | Amazing Mayans | Lands' End to John O'Groats |
| Unit Title | <p>Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p> | <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p> | <p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p> | <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p> | <p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> | <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p> |
| Progression of skills | <p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> | <p>Start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>Start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>Start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> | <p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> | <p>Give an example of someone with a strong sense of purpose for their life and give opinions on this.</p> <p>Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>Start to express opinions about Jesus' crucifixion being his destiny/purpose.</p> | <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> | <p>Show an understanding of why people show commitment in different ways.</p> <p>Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>Explain why I think some ways of showing commitment to God would be better than others for Christians.</p> |

| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------|---|---|---|---|---|--|
| Class topic | Adventures in Space | Blood, Bones and Body | Saxons and Vikings | Shang Dynasty | Natural Resources | Think Global, Act Local |
| Unit Title | <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p> | <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p> | <p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p> | <p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p> | <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> | <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> |
| Progression of skills | <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> | <p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> | <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> | <p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> | <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims</p> | <p>I can give examples of times when I misinterpreted something.</p> <p>I can explain two different Muslim interpretations of Jihad.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims</p> |