



Our school Christian vision “**learning with love and laughter**” is underpinned by the belief that every day is a gift from God to be lived in joy. “**This is the day the Lord has made; let us rejoice and be glad in it.**”

Psalm 118:24

Our biblical values of love, respect and forgiveness mirror our understanding of the relationship between God and people and are integral to everything we do, creating a learning environment where every person is loved and loving, respected and respectful and can give and receive forgiveness.

Intent

Our religious education curriculum is designed to enable children to become inquisitive, accepting, mindful individuals who can express an understanding of, and insight into, both the rich, diverse, multi-cultural town in which they live and the wider world. Our curriculum places Christianity at its heart and provides the children with a coherent picture of Christian worldviews and a range of other religious and non-religious worldviews, that reflect the lived experiences of the children in our care. As well as learning about other people’s beliefs, children are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences whilst respecting the right of others to differ in their opinions.

Implementation

Our curriculum has been developed to incorporate the three key disciplines of theology, philosophy and human and social sciences.

Theology	Philosophy	Human and Social Sciences
This is about believing . It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.	This is about thinking . It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.	This is about living . It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Our shared understanding of learning being defined as an alteration in long term memory means that our curriculum has been carefully planned to build on prior knowledge and provides the children with the opportunity to revisit the core concepts of belief in God, belonging, worship, celebration, creation, gospel, sacredness, incarnation and resurrection in different contexts. As a church school, we use the Pan-Berkshire Locally Agreed Syllabus and resources from the Oxford Diocese and RE Today to help achieve our vision. All planning resources follow a similar structure of engage, enquire, explore, evaluate and express which we feel best fits our curriculum intent.

We teach RE for at least an hour in KS1 and EYFS. Each half term children are introduced to at least one key question to explore. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. To help the children to explore the key question, this document also suggests learning questions for each of key question, however, these may be altered to reflect the ideas and needs of the children in the class. When making any changes, the teacher should have the core learning (**bold learning objectives**) in mind and any tasks planned for the reflect and express stage when making alterations. Below is an outline of the expected learning sequence for a unit of work which can also be applied to individual lessons.

Engage

Children will draw on personal experiences to create a link into the world of religion (which may be very much outside of their experience) and the key question being explored. Children will be given time to reflect on the key question to find out what they already know and what they might need to know to answer the question. The idea is one of co- construction with the children.

Enquire and Explore

Over several lessons, the children will be given the opportunity to investigate the key question through stories, religious texts and artefacts to deepen their subject knowledge. Where appropriate, they will visit, sometimes virtually, places of worship focussing on artefacts, symbols or celebrations that express the belief or concept being taught. Children may have the opportunity to talk to people of faith or other suitable visitors to ask about their personal religious practices and how these connect to their beliefs. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills.

Evaluate

In this lesson, the children are required to recall important facts from their learning, using subject vocabulary correctly. They complete an assessment activity to evaluate the key question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning whilst sharing ideas as a class

Reflect & Express

This part of the enquiry allows children to reflect on their learning and demonstrate their understanding and personal response to the key question. They may do this through various means e.g. writing, art, craft, dance, drama. Learning is not always recorded in a formal written way and we use iPads to collate the children's learning and experiences.

Alongside their discrete RE lessons, children in EYFS will be provided with meaningful experiences to explore and discuss as part of their continuous provision entitlement. These will include religious and secular celebrations as they arise throughout the school year.

Impact

By the time our children leave All Saints, we want them to be able to:

- Recognise and give simple accounts of the core beliefs taught
- Have a good understanding of how the beliefs, values, practices and ways of life within a religion can impact on how its followers live their lives.
- Have the ability to ask significant and reflective questions about life and religion.
- Show respect, tolerance and understanding of the religious and non-religious beliefs that have been taught.
- Link the study of religion and belief to personal reflections on meaning and purpose.
- Exemplify the School's Christian values in all aspects of life that are rooted in the teachings of the Bible.

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children's long-term memory in addition to looking for excellence in their outcomes. We use four main tools to quality assure the implementation and impact of our curriculum:

- Professional development to help to improve staff subject knowledge and evidence informed practice such as retrieval and spaced practice, interleaving and explicit instruction techniques.

- Assessment outcomes from tasks and tests, to show how well the content has been understood and this informs what to do next.
- Whole school 'book looks' help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.
- Learning observations help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.

Overview of Key Questions

Foundation	Key Stage One Cycle A	Key Stage One Cycle B
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Who are Christians and what do they believe? Core Concepts: Belief in God & Creation Why do Christians go to church? Core Concepts: Belief in God, Sacredness & Worship	What do different religions and worldviews have in common? Core Concepts: Belonging & Belief in God How does remembering help the Jewish community to think about God? Core Concepts: Belief in God & Sacredness	What do different religions and worldviews have in common? Core Concepts: Belonging & Belief in God How and where do some Christians worship in the local area? Core Concepts: Belief in God, Sacredness & Worship
What makes me special? Core Concept: Celebration Why do Christians perform nativity plays at Christmas? Core Concept: Incarnation	Why is Christmas important to Christians? Core Concepts: Celebration & Incarnation	Why do many Jewish people go to the synagogue? Core Concepts: Belief in God, Sacredness & Worship Why is light an important part of Christmas celebrations? Core Concepts: Celebration & Incarnation
Are all families the same? Core Concept: Belonging	How do belief and celebrations help believers feel part of the Hindu community? Core Concepts: Belief in God & Celebrations	Why is celebrating the New Year important to most people? Core Concepts: Celebration & Forgiveness
What might life be like in a Muslim family? Core Concepts: Belonging & Belief in God	How did the universe come to be? Core Concept: Creation	How do Christians celebrate Easter around the world and Why do Christians call Jesus Saviour? Core Concepts: Celebration, Resurrection & Salvation
What can Christians learn from the stories in the Bible? Core Concepts: Belief in God & Gospel	How can food help people to remember important events? Core Concepts: Celebration & Resurrection	How and why is Shabbat an important time for Jewish People? Core Concepts: Creation & Celebration
Does everyone believe in God? Core Concepts: Belonging & Belief in God	What did Jesus teach his followers and how did he teach them? Core Concept: Gospel	Do you have to believe in God to be good? Core Concepts: Belief in God & Right and Wrong

	Key Questions	Key Vocabulary & Texts	Core Knowledge
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Term One	Foundation	Who are Christians and what do they believe? If you cannot see something does that mean it does not exist? Why is God important to Christians? Does God care about people? Why do Christians go to church? What is a church? How and why do Christians worship God? What is a harvest festival and how do people celebrate it?	God, believe, belief, create, creation, world, universe, Christianity, Christian, loving, father, church, special, sacred, Bible, cross, service, worship, thanks, harvest Texts Simple version of the Creation story	To understand that to believe is when we accept something is true, especially when we do so without proof. To know that many people believe that God exists as a powerful, non-human being. To know that Christians believe in one god who created the world and all living things. To know that people who follow the religion of Christianity are called Christians. To know that Christians believe that everyone is special to God. To know that churches are special places for Christians to worship God. To understand that vicars help Christians to learn more about God and how God wants them to live. To recognise the cross as a Christian symbol. To know some of the ways that Christians praise God and say thank-you to God for creating the world. To know that people around the world celebrate harvest in different ways. To understand that many Christians will donate food or money to help people who are less fortunate as part of the harvest service.
	KS1 – Cycle A	What do different religions and worldviews have in common? What are communities? What are some of the shared features of religions? How does remembering help the Jewish community to think about God? What special objects might we find in a Jewish home that help them remember God? How does reading the Torah remind Jewish people about their special relationship with God? Why is Tzedakah important to Jewish People? What does mezuzah help Jewish people remember? What does Kosher mean?	Faith, belief, worldviews, community, Christians, Christianity, Muslims, Islam, Jews, Jewish, Judaism, sacred, Star of David, menorah, kippah, Torah, Abraham, covenant, relationship, promise, behaviour, mitzvot (mitzvah singular), mezuzah, Shema, Tzedakah, charity box Texts Abraham and the Stars – Spiritual Development RE Today	To begin to explore the differences in worldviews, religions and beliefs. To develop an understanding of the three core disciplines of human and social sciences, philosophy and theology. To understand that Jews believe in one God. To understand that Jewish people believe that the people of Israel (Jewish people) are God’s chosen people and have a special relationship with God. To be able to explain why Abraham is important to Jewish people. To know that the Torah is a sacred text for Jewish people and it contains laws and rules from God which tells Jewish people how they should live. To understand that mitzvot are commandments from God that many Jewish people believe they should follow because it is what God has commanded them to do. To understand that Jewish people often have items around their homes that remind them of stories, promises or commandments from God e.g. mezuzah, menorah, charity box To be able to recognise a mezuzah and explain where they might find one in a Jewish home. To recall that the Shema is a prayer and describe the significance of the Shema for Jewish people.

	KS1 – Cycle B	What do different religions and worldviews have in common? What are communities? What are some of the shared features of religions? How and where do some Christians worship in the local area? What makes a place sacred? Are all churches in the local area the same? Do you have to go to church to be a Christian? What happens in during a Eucharist or Communion service in a church and what does it help Christians to remember? Why is prayer an important part of worship for many Christians? Why is there a 'Big' bath in the Baptist Church?	Faith, belief, worldviews, community, Christians, Christianity, Jews, Jewish, Judaism religious, sacred, places, church, denominations, Church of England, Catholic, Baptist, traditional, modern, worship, honour, cross, candles, chalice, altar, sacred Texts Acts 2:42-47 The Lord's Prayer Jesus is Baptised	To begin to explore the differences in worldviews, religions and beliefs. To develop an understanding of the three core disciplines of human and social sciences, philosophy and theology. To be able to identify and compare different churches in the local area and identify how they are different of similar to each other. To understand worship as honouring someone or something you hold in high esteem or with great respect. To understand that most Christians think of the church as the people (body of Christ) not just the building. To understand that Christians come together as a community to talk and learn about God, to praise and honour God and to learn how God wants them to live their life. To understand that Christians may worship God in different ways. To be able to identify special objects and symbols found in churches and be able to say something about what they mean and how they are used. To reflect on why prayer is an important part of worship for many Christians. To understand key aspects of the Eucharist service and talk about which aspects they think are most important to Christians and why. To compare what Christians used to do in the past and what they do now. To be able to link the giving and receiving of bread and wine to the Last Supper. (Y2)
Term Two	Foundation	What makes me special? What makes me, me? Why are birthdays special to people? Why do Christians perform nativity plays at Christmas? Who is Jesus? Who were the first visitors to see baby Jesus? What do the gifts that Magi gave Jesus tell us about the baby Jesus? Why is the story of the Nativity important to Christians?	human, different, unique, special, spirt, soul, birth, birthday, celebration, food, presents Christmas, nativity, Mary, Joseph, Jesus, shepherds, Magi, Wise Men, Angel Gabriel, gifts, Bethlehem, Son of God Texts Book – What makes me a me? Puddles and the Christmas Play Proverbs 20:27 Luke 2 John 3:16-17	To be able to identify how they are similar or different to each other. To think and talk about what makes them special. To begin to understand that many people believe that humans have a 'sprit' or 'soul'. To understand that a birthday is a celebration of us as special people. To talk about how they celebrate their birthdays with their family. To understand that different people celebrate birthdays in different ways. To be able to act out the Christmas story. To be able to name the gifts the Magi brought for Jesus and talk about their significance. To reflect on what gift they would give to the baby Jesus. To understand that Christians tell the Christmas story to remember the birth of Jesus Christ, who Christians believe is the Son of God.

Term Two	KS1 – Cycle A	Why does Christmas matter to Christians? Why is the Christmas story important to Christians? Why did God come to Earth? Why do Christians think that Jesus was the son of God? Does everyone celebrate Christmas in the same way?	Christmas, Son of God, incarnation, celebration, religious, cultural, corals, midnight mass Texts Luke 2 Matthew 1 Prophecies Isaiah 7:14 Micah 5: 2 Hosea 11: 1	To be able to identify and sequence pictures from the story of Jesus’ birth. To be able to identify clues from the story that suggest the Jesus was not just an ordinary baby. To know and remember the meaning of the core concept of incarnation as describing the belief that that Jesus is God and that he was born as a baby in Bethlehem. To compare different versions of the Christmas story and identify how they are similar or different to each other. To reflect on why they think God came to Earth and share their ideas with others. To investigate the prophecies from the Old Testament about the coming of the Saviour and discuss how closely they think that these are fulfilled by the stories of Jesus’ birth. To begin to understand that not everyone who celebrates Christmas is a Christian. To know some of the ways that people celebrate Christmas as a religious and cultural celebration. To be able to describe some of the things that a Christian might do as part of their Christmas celebrations e.g., church services, carols, symbols of light, thanksgiving.
	KS1 – Cycle B	In what ways is the synagogue important to Jews? What special object might you see in a synagogue? How do some Jewish people worship on Shabbat? How is worship at a church and a synagogue similar or different to each other? Why is light an important part of Christmas celebrations for Christians? Why is advent an important time for Christians? Is light an important part of the Christmas story? What is a Christingle service and how does it help some Christians celebrate Christmas? Why do Christians sometimes refer to Jesus as the light of the world?	Synagogue, rabbi, Torah, yad, Hebrew, progressive, orthodox, kippah, menorah, prayer shawl, tallit, ark, bimah, Eternal light, Christmas, advent, Christingle, Jesus the light of the World, incarnation, Texts Matthew 1 Luke 2	To understand the role of a rabbi in the synagogue and community To be able to give some examples of how Jewish people worship God in a synagogue. To understand that praising and thanking God are important aspects of worship for Jewish people. To know that Hebrew is the language that the Torah is written in and prayers are usually said in Hebrew too. To reflect on what a Jewish person might gain from going to the synagogue. To recall and name some special Jewish objects and features of a synagogue (progressive & orthodox) and identify how they are used and what they might teach people about Jewish beliefs e.g. the Eternal light and how Jewish people treat the Torah with respect To be able to explain in simple terms why places of worship are important to the local community. Begin to notice some similarities and differences between churches and synagogues. To be able to identify and talk about symbols of light in the Christmas story. To understand the concept of incarnation as describing the belief that God came to Earth as Jesus. To understand that Advent, for Christians, is a time for getting ready for Jesus’ coming. To understand the significance of the advent wreath for Christians and know what each of the candles represents. To know that many Christians will attend church services as part of their Christmas celebrations and recall some of the key features of the service. To know and remember the meaning of the symbols on a Christingle. To begin to understand why Christians often refer to Jesus as the light of the world. To reflect on ways that Jesus might light the way to God.

Term Three	Foundation	Are families all the same? What is my family like and how should we treat each other? What objects might be special to a family? What times of the year are special to you and your family? What special occasions might a family celebrate together? (Weddings) What special occasions might a family celebrate together? (Welcoming Babies into a family)	family, special, belong, belonging, belief, celebrate, faith, love, respect, kindness, baptism, christening, font, God Parents, ceremony, wedding, marriage, promises Texts Book - Handful of Buttons Book – A Wedding Day Wish for Puddles Jesus is Baptised	To be able to identify the members of their own family and talk about how family members should treat each other with love and kindness. To understand that families can belong to different faiths and have different ideas about how to live a good life and these ideas should be respected by other people. To talk about objects that are special to them and their family. To begin to make links between special objects and religious beliefs. To recognise that people have different beliefs and celebrate special times in different ways. To talk about times that are special to them and their family and how they celebrate these special occasions. To know that a wedding is where two people, who love each other, formalise and celebrate their choice to spend the rest of their lives together and this is known as marriage. To explore what happens at a Christian wedding. To understand that people make promises to each other when they get married and these are the most important part of the day. To be able to talk about how different families welcome babies into the family in different ways. To explore how babies are welcomed in Islam, Hinduism and non-religious families. To recognise what happens at some Christian Infant Baptisms or Christenings. To talk about what is similar and different about a Christian infant baptism and a naming ceremony in simple terms. To begin to under that when a baby is baptized it is welcomed into the Christian faith.
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Term Three	KS1 – Cycle A	How do belief and celebrations help believers feel part of the Hindu community? Do Hindus believe in one God like Christians? Can participating in worship help Hindus feel like they belong to a community? What happens at a Hindu wedding? How and why do many followers of Hindu dharam celebrate Holi and Raksha Bandhan? Why is the story of Rama and Sita important to Hindus? How does the celebration of Diwali link to the story of Rama and Sita?	Hinduism, Hindu, dhamra, Brahman, Trimurti, Brahma, Vishnu, Shiva, atman, Namaste, murtis, mandhir, home shrine, puja, Vedas, mandap, pandit, Holi, Krishna, Radha, Raksha Bandhan, Rakhi, Ramayana, Rama, Sita, Diwali, diva lamp, Rangoli pattern Texts Ebook – Auntie Anita’s wedding photos Book – Festival of Colours by Kabir and Surishtha Sehgal Book – Rama and Sita	To know that many Hindus believe in one God, Brahman. To understand that Hindus believe that every living thing contains a bit of Brahman that gives it its life and this is known as atman . To understand that Hindus worship Brahman in many different forms to try and understand different aspects of God. To understand that the three most important manifestations of Brahman are in the form of the gods Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer) and that these are called the Trimurti. To know that statues (murtis) and images help Hindus to think about God when worshipping in the temple or the home. To identify and talk about what Hindus might do when they worship and compare to how Christians worship. To understand that a wedding marks the coming together of two people, but also two families. To know that for many Hindus a wedding is a sacred ceremony that includes worship. To know that Hindu wedding ceremonies have important symbolic words and actions that show the importance of marriage. To understand that Raksha Bandhan teaches believers that brothers and sisters are special to each other. To be able to recall some of the ways brothers and sister show each other that they are special during Raksha Bandhan. To know how Hindus celebrate Holi link this to the story of Lord Krishna and Radha. To be able to sequence the story of Rama (Vishnu in human form) and Sita (Lakshmi in human form) and identify who is good and bad in the story giving reasons for their choices. To reflect on why many stories, both religious and non-religious, are about good winning over evil and why this concept is important to people. To know that Diwali is also a celebration of the Hindu New Year begin to understand the different ways that Hindus celebrate the festival of Diwali. To be able to link lighting diva lamps as part of Diwali celebrations to the story of Rama and Sita and the concept of light over coming darkness or good overcoming evil.
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Term Three	KS1 Cycle B	Why is celebrating the New Year important to most people? How did your family celebrate the New Year? How might a Jewish family celebrate the New Year? What is Teshuvah and why is it important to Jewish People? Why is Yom Kippur important to Jewish people?	Rosh Hashanah, shofar, challah bread, honey, apples, pomegranates, reflection, judgement, forgiveness, symbolic, mitzvot, Teshuvah, wrong, wronged, sorry, remorse, Yom Kippur, judgement, atonement, sorry, apology, amends, Texts Adam and Eve Book - David Gets into Trouble Leviticus 23:27-32	To know that many people celebrate the New Year but not always for religious reasons. To understand that not everyone celebrates the New Year on the first of January. To be able to recall and talk about some of the different ways that people celebrate the New Year e.g. fireworks, special foods, songs and visiting family and friends. To understand that Rosh Hashanah is the start of the Jewish New Year and it helps Jewish people to remember the story of Creation and when God made Adam and Eve. To know that Jewish people think about the good things, bad things and things that need putting right from the last year during Rosh Hashanah. To be able to explain the symbolic meaning of the foods that Jewish people eat Rosh Hashanah. To know that the shofar marks the start of 10 days to put things right before Yom Kippur and the chance of judgement. To know that Jewish people believe that it is important to say sorry for their mistakes and that this is known as Teshuvah. To understand that Teshuvah is an important Mitzvot for Jewish people. To understand that there are four suggested steps to doing Teshuvah - stop offending action, feel regret, verbalise regret and plan to not repeat the action. To understand that Yom Kipper is the most solemn and sacred day in the Jewish calendar. To understand that it is a time to ask for God's forgiveness for all the things they have done wrong over the past year. To know some of the ways that Jewish people celebrate Yom Kippur.
Term Four	Foundation	What might life be like in a Muslim family? Who are Muslims and what do they believe? What objects might be special to Muslims? Who was the Prophet Muhammad and why is he important to Muslims? What places are special to Muslims? Why is Ramadan important to Muslims? How do Muslims celebrate Eid-al-Fitr?	Islam, Muslim, Allah, Prophet Muhammad, Mosque, Mecca, prayer mat, Qur'an, Texts Book – I am a Muslim The woman at the gates of Makkah Book – Seven New Kittens Book – The Baby Birds Book – The Tiny Ants	To know that Muslims are followers of a religion called Islam. To know that Muslims believe in one God called Allah. To know that Muslims have 99 names for Allah which help them understand the nature of God. To explore a range of Islamic artefacts and to begin to remember their names. To understand the Qur'an is a sacred book for Muslims. To know that the Qur'an is the direct word of Allah and teaches Muslims how they should worship Allah and live their lives. To recall some of the ways Muslims show respect for their holy book. To know some places that are special to Muslims. To understand why Ramadan is an important time for Muslims. To understand that Muslims do not eat or drink in the daytime during Ramadan. To understand that Ramadan is a time to think of people who are less fortunate. To understand that Eid-al-Fitr is a time when Muslim families come together to celebrate the end of Ramadan. To be able to recall some of the ways that Muslims celebrate Eid. To be able to compare their family celebrations with Eid-al-Fitr and explain how they are similar or different.

Term Four	KS1 – Cycle A	How did the world come to be? How do Christians, Jews and Muslims believe the world came to be? How do Hindus believe the world came to be? If God made the world, why do some people talk about the ‘Big Bang’? Should people look after the world?	Christians, Jews, Muslims, Bible, Torah, Qur’an, natural, man-made, create, Creation, interpret, God, Genesis, universe, world, Earth Brahman, Om, Atman, Brahma, Vishnu, Shiva, cobra, lotus flower, destroy, destroyer, reincarnation, cyclical time Humanists, atheist, evolution Texts Book - You are Special by Max Lucado Genesis 1 Genesis 1:26-28 Psalm 8	To know that Christians, Jews and Muslims believe in one God who created the universe and all things in the universe. To recognise that ‘Creation’ is the beginning of the ‘‘Big’ story’ of the Bible To be able to recall and sequence the key events of the Christian / Jewish story of creation. To reflect on what it means to be made in God’s image. To know that different people interpret the story of creation in different ways. To be able to compare the Christian and Muslim creation stories and say how they are similar or different to each other. To know that many Hindus believe in one God, Brahman, who created the universe and all the things in the universe. To understand that Hindus believe that every living thing contains a bit of Brahman that gives it its life and this is known as the atman. To link belief in the Trimurti to the Hindu belief in reincarnation and the world view that the nature of reality, time and life is essentially cyclical To be able to identify and sequence events from one of the many Hindu creation stories. To be able to talk about how the Hindu story of creation that they have studied is similar or different to the other creation stories studied so far. To understand that not everyone believes that God. To begin to understand that Humanists believe that science and the Big Bang theory explains how the world came to be. To discuss and reflect on whether they think that evolution explains how the world and living things came to be. To read Psalm 8 and reflect what that tells Christians about creation and their place in the world. To be able to think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. To be able to give good reasons why everyone (religious and non-religious) should or should not look after each other and the natural world.
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Term Four	KS1 – Cycle B	How do Christians celebrate Easter around the world and Why do Christians call Jesus Saviour? What might Christians learn from the Easter story? What do different Christians do during Holy Week and why? How do different Christians feel about Easter? What do some Christians believe at Easter?	Easter, Christians, Baptists, Catholics, Palm Sunday, Last Supper, Good Friday, Easter Sunday, Holy Week, resurrection, salvation, eternal, heaven Texts Romans 3:23 'for all have sinned and fall short of the glory of God,' Luke 23:46 John 3.16 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.'	To be able to suggest how someone might be able to find out about Easter e.g. looking at the Bible, by asking Christians etc... To know Good Friday was the day that Jesus was arrested and put on a wooden cross to die. To know that Jesus showed that He was willing to forgive all people, even for putting Him on the cross. To understand that most Christians believe that Jesus rose from the dead (resurrection) on Easter Sunday and came back to see his friends. To understand that most Christians around the world believe in Jesus' death and resurrection. To understand that Christians believe Jesus builds a bridge between God and humans. To know that for Christians Jesus' resurrection shows that death is not the end. To know that Christians traditions surrounding Easter differ across the world. To be able to give at least three examples of how Christians show their belief in the Easter story through their actions at Easter.
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Term Five	Foundation	What can Christians learn from the stories in the Bible? What can Christians learn about God from the story of Noah? Who or what helped David to be brave? How did Jesus help people who were in need? If Jesus was a king, why did he wash his friend's feet? Can love kindness and helping others change the world?	Bible, sacred, Old Testament, New Testament, rescue, save, saviour, Easter, Jesus, disciples, Palm Sunday, Last Supper, serve, serving, hosanna (save us), cross, sin, kindness, serve Texts Noah David and Goliath Calming the Storm The 10 Lepers The Loaves and Fishes Child friendly version of Palm Sunday and the Last Supper John 13:34-35	To know that the Bible is a sacred book for Christians. To know that the Bible is made up of 66 books and is split into the Old Testament and the New Testament. To begin to understand that the Old Testament is about God and how God wants people to live and the New Testament is mainly about Jesus and his followers. To know that stories from the Bible can help Christians understand God and how they should treat other people. To know that the New Testament contains many stories about Jesus helping others. To know that on Palm Sunday Christians remember the entrance of Jesus into Jerusalem and palm branches were placed in his path. To know that The Last Supper is the last meal that Jesus shared with his friends/disciples in Jerusalem before his crucifixion. To understand that Jesus washed his friends/disciples' feet so show them that they should care for and help others. To understand Christians believe Jesus came to show God's love. To be able to reflect and talk about how showing love and kindness towards others can make the world a better place.
Term Five	KS1 – Cycle A	How can food help people to remember important events? Why is the story of Passover important to Jewish people? What does the Passover meal represent to Jewish people? Why is eating bread and drinking wine important to Christians? What special foods do Christians eat at Easter?	Jews, Passover, Pesach, remember, remembering, remembrance, Moses, Pharaoh, plagues, slaves, exodus, freedom, Seder plate, ze'ro'a, charoset, maror, chazoret, karpas, beitzah Easter, Last Supper, Passover, disciples, bread, wine, betray, sacrifice, resurrection, communion, bread, wine, chalice, altar, prayer, Holy Communion, Eucharist, Text Child friendly versions of Exodus and the Easter story	To be able to recall and sequence the main events from the story of Exodus. To be able to talk about which events they think are the most important from the story. To know that celebrations are reminders of important stories for Jewish people. To be able to explain what Jewish people are remembering when they celebrate Passover in simple terms. To understand that the food eaten and actions carried out during celebrations reminds Jewish people of important parts of a story. To begin to recall some of the foods eaten during the Passover over meal and suggest their meaning. To be able to sequence the main events from the Easter story. To be able to link the events from the Last Supper to how Christians worship God today. To be able to recall some of the special foods that people eat at Easter and link these to Easter story. To know that Christians believe that Jesus rose from the dead and link this to the concept of resurrection.

Term Five	KS1 – Cycle B	How and why is Shabbat an important celebration for Jewish families? When did God rest? Can we stop time? How does Shabbat start? How does shabbat end? Does it matter if a Jewish person does not observe Shabbat?	Creation, Shabbat, Havdalah, kiddish cup, Challah bread, Havdalah candle, spice box Texts Book – The Shabbat Box Genesis 1:1 – 2:3	To know that Jews and Christians believe that God created the world and when he finished, he rested. To recall and sequence the events from the Christian and Jewish story of creation. To understand that Shabbat traditionally marks the end of a working week. Jews are encouraged to rest and think about God and their relationship with him and spend time with their families. To know Shabbat lasts for 25 hours and starts on Friday evening and ends on Saturday evening. To know any work needs to be finished before the start of Shabbat. To know that at the beginning of Shabbat Jewish families say blessings as they light candles, drink wine, eat a special bread called challah and then share a meal together. To be able to talk about and explain some of the things that Jewish people do or do not during Shabbat. To understand that most Jewish people will do no work during Shabbat and many will attend services at the synagogue, often led by a Rabbi. To know that a Havdalah ceremony is held at the end of Shabbat (Saturday evening). To understand how the commandment ‘Remember the sabbath day, to keep it holy’ links to shabbat. To make simple connections between someone’s beliefs and how they live their life.
Term Six	Foundation	Does everyone believe in God? What makes a group or community? Does everyone have the same view? Who are humanists and what do they believe? Who or what is God to me? What would the world be like if everyone was peaceful?	God, divine, community, belong, viewpoint, worldview, religion, religious, Humanist, non-religious, natural, questions, evidence, kindness, freedom, happiness, different, similar, peace, peaceful, Texts Book - Here We Are by Oliver Jeffers Book – The Peace Book by Todd Parr	To know that people can belong to different communities and social groups. To know that many people believe in some divine being. To be aware that not everyone sees things in the same way. To use their senses to explore religious artefacts, objects and words from two faiths they have studied. To know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. To begin to show awareness that different people ‘see’ God in different ways. To develop some understanding of the different characteristics attributed to God or the divine. To understand that not everyone believes in God. To explore what Humanists believe about the world and their place in it. To be able to share their own ideas about God in simple terms. To know that the school values of love, respect and forgiveness are important concepts in most worldviews. To begin to understand that most religious and non-religious worldviews want to live in peace with each other. To find out about different ways that people of faith greet each other and what the words mean. To be able to reflect on what the world would be like if everyone could live in peace with each other.

Term Six	KS1 – Cycle A	What did Jesus teach his followers and how did he teach them? If you needed a team of people to help change the world, who would you pick? Why did Jesus choose fishermen and a tax collector to spread the message of salvation? What can we learn from the Parables of Jesus? How do Christians try to bring the good news of Jesus to other people?	Old Testament, New Testament, Gospel, salvation, fishermen, tax collector, disciples, apostles, peace, forgiveness, prayer Texts Matthew 4:18-22 – The Calling of the first disciples Matthew 9:9-13 – The Calling of Matthew The Good Samaritan & Matthew 13:13 'This is why I speak to the crowds in parables: although they see, they don't really see; and although they hear, they don't really hear or understand.' The Lost Son & Luke 6:37-38 The Sermon on the Mount – The Lord's Prayer	To know that the Bible is made up of 66 books that have been written by different people and is split into the Old Testament and the New Testament. To understand that the Old Testament is about God and how God wants people to live and the New Testament is mainly about Jesus and his followers. To reflect on why Jesus chose his disciples. To understand that Christians believe Jesus brings good news for all people. To know that parables are simple stories used to illustrate a moral or spiritual lesson. To understand for Christians that Jesus' life and the parables he told can be seen to illustrate the nature of God and how they should live their lives e.g. to be loving and forgiving just like God. To understand that Christians believe that God is kind, loving and forgiving. To be able to give examples of how Christians should live based on the parables they have learnt about. To reflect on the importance of prayer for Christians and know some of the ways that Christians might pray to God. To understand that Christians today want to bring the 'Good News' of Jesus to those in need.
Term Six	KS1 – Cycle B	Do you have to believe in God to be good? What does it mean to be good? Did believing in God help Jonah do the right thing? Who is Moses and did he always do the right thing? Are the 10 commandments that Moses gave to the Jews thousands of years ago still important today? What would life be like without any rules or laws? What codes for living do non-religious people use? If you don't always do the right thing, does that make you bad?	Old Testament, Jonah, Moses, Jews, good, bad, right, wrong, commandments, laws, Texts Jonah and the Big Fish Moses Covenant at Sinai Deuteronomy 6:6-7 Fable - The Fox and the Stork	To listen to the story of Jonah and the Big Fish and reflect on what people can learn from it. To know the story of Moses from the Old Testament. To reflect on whether they believe that Moses was a good leader and whether he always did the right thing. To understand that many of our modern laws are linked to the ten commandments. To know that Humanists do not believe in God but have their own codes for living a good life. To know the golden rule and understand that similar rules can be found in most religions. To understand that people cannot always be good and being kind and forgiving when someone does something wrong is part of being a 'good' person.

Children will be expected to develop aspects of the disciplinary skills below in the above units as appropriate.			
	Foundation	Year One	Year Two
Theology	To listen attentively to a religious story or text and talk about it. Retell religious stories through small world play or role play using their own words and recently introduced vocabulary. To begin to make links between religious texts and real-life actions.	To be able to read texts and simple stories, answer 'how' and 'why' questions about what they have read and sometimes identify the meaning behind the story or text. To be able to retell a religious story or important text used by a religion or worldview. To be able to offer simple interpretations of religious symbols and works of art. To be able to talk simply about core beliefs and concepts and what they mean using appropriate subject-specific vocabulary.	To be able to retell a religious narrative or text and give clear, simple accounts of what these mean to believers. To be able to make simple links between religious texts and what believers do. To notice and respond sensitively to some similarities and differences within and between different religious texts, religions and worldviews. To be able to reflect on what they and others can learn from a religious story or text, and how it might impact other people's lives. (going deeper)
Philosophy	To respond sensitively and imaginatively to questions about being human and their own place in the world. To be able to ask questions that reflect their personal experiences. To engage in simple reasoning, using the word because to justify their conclusions.	To respond to questions about e.g. 'right' verses 'wrong', 'good' verses 'bad and give a simple reason for a view that they have. To think, talk and ask questions about whether the ideas they have been studying, have something to say to them. To begin to express their ideas and opinions and recognise there could be more than one answer.	To be able to explore questions about a story or practice from a religion or worldview related to meaning, truth and the world around them. To be able to engage in a simple debate with the support of an adult. To ask thoughtful questions about their own and others' ideas, feelings and experiences recognising that some questions about life are difficult to answer. (going deeper) Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions. (going deeper)
Human and Social Sciences	To be able to use their senses to observe photos and artefacts to find out about people's beliefs and how they live their lives. To be able to ask simple questions of the teacher or visitor to explore what it might mean to belong to a community or religion. To be able to talk about religious events that they see or hear about e.g. festivals, ceremonies	To be able to use their senses to observe photographs, religious artwork and artefacts to find out about other people's beliefs and draw simple conclusions from what they have observed. To talk about different communities of people and give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives. To be able to listen carefully to people talking about their beliefs and ask questions about what people do because of their beliefs. With adult support, pupils can develop simple short surveys to help them to find out about how other people live their life and share their answers with others.	To be able to ask and respond sensitively to questions about why religious communities do different things and give simple reasons how beliefs can have an impact on a believer's daily life, their family or local community. To be able to collect simple data and use the results to draw simple conclusions. To be able to ask insightful questions of a visitor to find out more about their beliefs and how they live their life (going deeper) To be able to describe and begin to make links between some of the things that are the same or different for religious people. (going deeper)