

RE Curriculum and Skills Progression Overview



Term	Year 1	Year 2																		
Autumn 1	<p>Understanding Christianity unit 1.2 – Creation</p> <p style="text-align: center; background-color: red; color: white;">Who made the World?</p> <ol style="list-style-type: none"> What makes our world wonderful? (a) What do Christians believe about how the world was made? (b) What does the story of Genesis tell us about what God is like? (c) How do Christians show that they are thankful for the natural world? (d) If God made the world, how should people live? How do the things we believe impact the way we behave? <p>(UC core learning)</p> <p style="background-color: green; color: white;">Story of Genesis – What does the story tell us about what God is like?</p> <p>Our amazing world linked to nature Retelling the creation story and what this tells Christians about God God as a creator</p> <p><i>How was the world made? If we are made in the image of God, why are we all so different? Does everyone share the same belief about how the world began? Why?</i></p> <p>Being thankful – What should we be thankful for? Being thankful and harvest traditions. Pupils find out how people with different religious (focus on Judaism) and world views celebrate the fruitfulness of the earth (e.g. Harvest traditions). How do some religious communities (focus on Judaism) express their thankfulness for our world? How do different religions say thank you to God?</p> <p>Religions and worldviews studied: Christianity and Judaism</p>	<p style="text-align: center; background-color: cyan; color: black;">What symbols are special?</p> <ol style="list-style-type: none"> What symbols are special to me and why? (a) What symbols are special to Christians and why? (b) What symbols are important to Jewish people and why? (c) What similarities are there between religious symbols? Why are light/water/a tree such an important religious symbol? (d) What symbols and actions do religious people use for prayer? Why do we need signs and symbols? How do they help us live our lives? <p>Pupils use photos or religious artefacts identifying the group to which these belong Why is a light/water/a tree such an important religious symbol?</p> <p>Explore symbols of two different religious traditions, looking for similarities such as light, water, trees What is important about the design of some places of worship? Look at places of worship to identify and find out about the meanings of symbols for God. <i>In what ways do different religious people share actions when praying? Why do some people pray to God/Allah for help?</i></p> <p style="background-color: magenta; color: black;">Muslim prayer and action</p> <p>Why do some people pray to Allah for help? How and why do some Muslims wash and pray in a daily pattern? What makes a place holy? <i>Why does a prayer mat become holy when a Muslim prays on it? Why do some people light incense when they pray?</i></p> <p style="color: orange;"><i>Consider visit from Imam</i></p> <p>Religions and worldviews studied: Christianity, Judaism and Islam</p>																		
	<p>Simple encounter with:</p> <p>What is Sukkot and how is it celebrated? Design and build a Sukkah, explaining the symbolism of its features.</p> <p>Key Vocabulary for this unit of work:</p> <table style="width: 100%; border: none;"> <tr> <td>Nature</td> <td>harvest</td> <td></td> </tr> <tr> <td>Creation</td> <td>care</td> <td>thankful</td> </tr> </table>	Nature	harvest		Creation	care	thankful	<p>Key Vocabulary for this unit of work:</p> <table style="width: 100%; border: none;"> <tr> <td>sign</td> <td></td> </tr> <tr> <td>symbol</td> <td></td> </tr> <tr> <td>Star of David</td> <td>Star and Crescent</td> </tr> <tr> <td>Cross</td> <td></td> </tr> <tr> <td>candle/light</td> <td></td> </tr> <tr> <td>prayer</td> <td></td> </tr> </table>	sign		symbol		Star of David	Star and Crescent	Cross		candle/light		prayer	
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<p>Autumn 2</p>	<p>Understanding Christianity unit 1.3 – Incarnation</p> <p>Why does Christmas matter to Christians?</p> <ol style="list-style-type: none"> 1. Why does Christmas matter to me? 2. (a) What are the main events of the Christmas story? (b) How do Christians use the nativity story to guide their beliefs and actions at Christmas? (c) What us advent and what are the symbols of advent? (d) How and why is light important in the religious celebration of Christmas? (e) How do Christians show that they are thankful at Christmas time? 3. Why do people celebrate Christmas? <p>(UC core learning)</p> <ul style="list-style-type: none"> • Explore the Christmas story • signs of the Christmas story • advent and symbols of advent • celebrating Christmas and the birth of Jesus • Christmas traditions • Being thankful <p>Religions and worldviews studied: Christianity and Judaism</p>	<p>Understanding Christianity unit 1.3 – Incarnation</p> <p>Why does Christmas matter to Christians?</p> <ol style="list-style-type: none"> 1. Why does Christmas matter to me? 2. (a) Why is Jesus important to Christians? (b) What do Christians believe God gave to them at Christmas? (c) Why do Christians give gifts at Christmas time? (d) What was the importance of the gifts given? (e) How and why do Christians and others support charities at Christmas time? 3. How and why does Christmas look different to everyone? <p>(UC digging deeper)</p> <ul style="list-style-type: none"> • Recap main events of Christmas story – who knows in the story that Jesus is God? • meaning of 'incarnation' – God in human form • Examples of the way Christians use the nativity story in churches and at home e.g. nativity scenes and carols to celebrate Jesus' birth • importance of Jesus • kingship • gifts and their significance • Christmas as a time of giving • What events are Christians remembering and believing when they celebrate Christmas? <p>Giving to charity – explore a charity that focuses on justice and fairness e.g. Save the Children</p> <p>Religions and worldviews studied: Christianity</p>
	<p>Simple encounter with:</p> <p>Festivals of light – Why is light such an important symbol?</p> <p>Explore symbols of two different religious traditions, looking for similarities such as light (Hannukah and Christmas). Pupils compare their own feelings when in light or in darkness, using a lit candle as a focus.</p>	<p>Key Vocabulary for this unit of work:</p> <p>incarnation Jesus Holy Trinity gifts Gold Frankincense Myrrh</p>
	<p>Key Vocabulary for this unit of work:</p> <p>Incarnation nativity Advent Jesus</p>	

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<p>Spring 1</p>	<p>Why are home and family important to people?</p> <ol style="list-style-type: none"> Why are my home and family important to me? (a) What might Christian homes and families be like? (b) What might Jewish homes and families be like? How are our homes and families similar or different? <p>Belonging to a family and community – What does it mean to belong? What things are important to your family and to you? Belonging to a religious community</p> <p>Faith visitor (Rabbi) to school visit to explore belonging to a Jewish community and their beliefs and practises prayer and worship</p> <p>Consider visit from Rabbi and/or visit to local Synagogue</p> <p>How does belonging to a group affect how we behave? How does what we believe affect how we behave?</p> <p><i>What does it mean to be a follower? Why is God important to some people?</i></p> <p>Religions and worldviews studied: Christianity and Judaism</p>	<p>What makes some places sacred?</p> <ol style="list-style-type: none"> What places are sacred to me? (a) What spaces are sacred to Christians and why? (b) What are the main features of a Church? (c) Why do Christians all over the world pray The Lord's Prayer? What makes sacred spaces sacred? <p>Visit to a church to explore prayer, worship and reflection with pupils. Look for signs and symbols.</p> <p>Consider visit to local church</p> <p><i>Why do some people thank and praise God? What makes a place holy?</i></p> <p>Religions and worldviews studied: Christianity and Judaism</p>
	<p>Simple encounter with:</p> <p>Shabbat Why does Shabbat have a special place in Jewish families? What spaces are sacred to Jewish people?</p>	<p>Key Vocabulary for this unit of work: sacred Church Altar Lord's Prayer Ark</p>
	<p>Key Vocabulary for this unit of work: belonging family identify similarities differences</p>	



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<p>Spring 2</p>	<p style="text-align: center;"><u>Understanding Christianity unit 1.5 – Salvation</u></p> <p style="text-align: center;">Why does Easter Matter to Christians?</p> <ol style="list-style-type: none"> 1. Why does Easter matter to me? 2. (a) What are the signs and symbols of Easter? (b) What are the main events of the Easter story? (c) What is happy and sad about the Easter story? What did Jesus give up for love? (d) What might heaven be like? 3. How does Jesus's resurrection and the idea of heaven help Christians deal with death? <p>(UC core learning)</p> <ul style="list-style-type: none"> • Easter story • Signs and symbols of Easter – linked to spring and new life • Exploring the Easter story – which are the happy/sad parts? Why? • Simple actions to represent important events in Holy Week • Heaven and life after death <p><u>Stories to support</u></p> <ul style="list-style-type: none"> • Heaven – N. Allen • Waterbugs and Dragonflies – D. Stickney <p>Religions and worldviews studied: Christianity</p>	<p style="text-align: center;"><u>Understanding Christianity unit 1.5 – Salvation</u></p> <p style="text-align: center;">Why does Easter Matter to Christians?</p> <ol style="list-style-type: none"> 1. Why does Easter matter to me? 2. (a) What happens during Holy Week and why is this important to Christians? (b) What do the words sin and salvation and how are these connected to the Easter story? (c) Why is forgiveness important to Christians? (d) How do Christians show their beliefs about Jesus as a saviour? 3. How did Jesus's example help Christians? How does this help them to live their lives? <p>(UC digging deeper)</p> <ul style="list-style-type: none"> • Recap main events of the Easter story – explore the events of Holy Week in more detail – Palm Sunday, The Last Supper, Good Friday, Easter Sunday. Place these events in order to create a timeline of Holy Week • explore the meaning of sin and salvation • What events are Christians remembering and believing when they celebrate Easter? • What is the good news that Jesus brings? <p>Religions and worldviews studied: Christianity</p>
	<p>Key Vocabulary for this unit of work: salvation Holy Week Lent heaven importance</p>	<p>Key Vocabulary for this unit of work: salvation sin saviour forgiveness resurrection</p>

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Summer 1	<p style="text-align: center;">Why are stories such a good way to learn?</p> <ol style="list-style-type: none"> 1. What is my favourite story and why? Does it teach me anything? 2. (a) Why is a Torah sacred/holy to Jewish people? (b) Which biblical stories are important to Jewish people? (c) Why is a Bible sacred/holy to Christians? (d) What are some important stories about Jesus? 3. What makes stories such good ways of teaching us things? What do faith stories tell us about the way people should like after the world? <p>Faith Stories What do faith stories tell us about the way people should look after each other and the world?</p> <p>Religions and worldviews studied: Christianity and Judaism</p>	<p style="text-align: center;">Why should we care for other people?</p> <ol style="list-style-type: none"> 1. Who cares for me? Who and what do I care for? Why? 2. (a) what does Jesus say about caring for others? (b) What is Zakah and why is it important to Muslims? 3. How can we show we care for other people whom we don't know? <p>Create a recipe for living together happily. What is Zakah? Why is this important to so many Muslim people? <i>Whose world is it? Whose community is it? Should everyone in the world take responsibility for looking after it?</i></p> <p>Religions and worldviews studied: Christianity and Islam</p>
	<p>Key Vocabulary for this unit of work: sacred religious biblical faith sacred texts</p>	<p>Key Vocabulary for this unit of work: compassion sacrifice charity Zakat Prophet Muhammad (pbuh)</p>

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Summer 2	<p style="text-align: center;">Why should we care for the world?</p> <ol style="list-style-type: none"> 1. What do I do to look after the animals and nature? 2. (a) what does the bible say about people caring for creation? (b) What does prophet Muhammad say about how we treat animals? 3. What can we do to look after animals and the world? Why? <p>Whose community? How should we care for others and the world and why does it matter?</p> <p>What makes human beings so unique? <i>How we can live together when we are all so different?</i> Pupils share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things How do the religious groups in your local community look after people and the world? What is carried out locally for the benefit of the whole community? <i>Should everyone in the world take responsibility for looking after others and our world and why does it matter? What would you give up for someone else?</i></p> <p>Religions and worldviews studied: Christianity and Islam</p>	<p style="text-align: center;">Understanding Christianity unit 1.2 – Creation</p> <p style="text-align: center;">Who made the world? What do we think about how the world was made?</p> <ol style="list-style-type: none"> 1. What do I believe about how the world was made? 2. (a) What do Christians believe about how the world was made? What does this teach us about Christian (and Jewish) beliefs about God? (b) Why does a creator want their creation looked after? (c) What rules might the creator give for how to look after the world? (d) Why Am I here? 3. How can anyone know for sure whether or not God did make the world? <p>How have people of faith influenced the world by their actions? How can faith stories guide people in their choices of what is right or wrong? Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why. <i>Is it only religions that help us to learn about what is right and wrong? How do we know how and when to be good? What does it mean to 'stand up for good'?</i> (UC digging deeper)</p> <ul style="list-style-type: none"> • Recall the creation story. Who can remember what happened on which days? Who can remember what this tells us about Christian (and Jewish) beliefs about God • Who do Christians believe made the world? God. Why did God tell people to rest one day a week? • What kind of things can Christians and others do to look after the world? • If God is the Creator, what rules might he give for how to look after the world? <p>Religions and worldviews studied: Christianity</p>
	<p>Key Vocabulary for this unit of work:</p> <p>care natural world responsibility respect community</p>	<p>Key Vocabulary for this unit of work:</p> <p>creation rule creator Sabbath unique</p>



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Additional unit to be taught be Year 2 if time allows during summer term 2

What makes people important to us?

1. Who has authority over me?
2. (a) Who is a Rabbi and why is he or she important in Judaism?
(b) What does a Rabbi do?
(c) Who is a Vicar and why is he or she important in Christianity?
(d) Who is a vicar and what does he or she do?
3. Why do we need leaders?

How have people of faith influenced the world by their actions? How can faith stories guide people in their choices of what is right or wrong? Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why. *Is it only religions that help us to learn about what is right and wrong? How do we know how and when to be good? What does it mean to 'stand up for good'?*

Consider interviewing a Vicar and/or a Rabbi about their job and their role within their community.

Religions and worldviews studied: Christianity and Judaism

Daily worship also covers some of the key areas – sources of wisdom (weekly bible stories), Prayer, reflection and worship, Human responsibility and values and Justice and fairness.

Key

Beliefs and practices

Sources of wisdom

Symbols and actions

Prayer, worship and reflection

Identity and belonging

Ultimate questions

Human responsibility and value

Justice and fairness

Links to visits to places of worship or visitors from places of worship

Deeper thinking questions