



**Our Ultimate End Goal:**

What will our RE students be able to do when they leave us? By the end of their time at Fishbourne CE Primary School our year 6 children will have developed a deep and broad understanding about Christianity and other world faiths and religions. They will be able to express ideas through holding balanced and informed conversations about religious world views and beliefs. By engaging with challenging key questions, they will explore and understand the impact of their learning through reflecting critically on the core concepts, making connections between stories and considering implications within their own and other's lives and cultures. They will develop a religious literacy through a balance of theology, philosophy and Social and Human Sciences, an objective and informed critique of human existence. Therefore, demonstrating a respect for their own and others spiritual and ethical convictions.

**Curriculum Coverage (NC)**

*What are the most basic requirements from the National Curriculum?*

EYFS	Year 1	Year 2	Year 3-6 (KS 2)
<p>Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They can be introduced to specific subject words and use their senses to explore beliefs, practices and forms of expression. They ask questions and</p>	<p><b>A) Know and understand a range of religions and worldwide views. (Christianity, Judaism)</b></p> <ul style="list-style-type: none"> <li>-Recall and name different beliefs and practices. (Easter, Christmas, Shabbat)</li> <li>-Explore, retell and suggest meanings to some religious stories. (Creation, Adam and Eve, The Lost Son, The Christmas Story, Jonah and the Whale.)</li> <li>-Recognise symbols and actions expressing ways of life in the community appreciating similarities and differences.</li> </ul>		<p><b>A) Know and understand about a range of religions and worldwide views. (Christianity, Judaism, Islam, Hinduism as a shorter unit.)</b></p> <ul style="list-style-type: none"> <li>-Describe and make connections between different features of religion, discovering more about celebrations, worship, pilgrimages and rituals which are significant to mark important points of their lives.</li> <li>-Describe, understand and respond thoughtfully to sources of beliefs, making links between stories and aspects of communities they are exploring.</li> </ul> <p>(Noah, Judaism, Abraham, People of Israel, Moses)</p>

<p>reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciations and wonder at the world in which we live. It is a legal requirement for all those in reception year.</p>	<p><b>B) Express ideas and insights and ideas about natures, significance and impact of religions and worldwide views.</b></p> <ul style="list-style-type: none"> <li>-Ask and respond to questions about what individuals and communities do to identify how 'belonging' makes a difference to people's lives.</li> <li>-Observe and recount different ways of expression identity and belonging.</li> <li>-Responding sensitively to similarities and differences in worldwide views.</li> </ul> <p><b>C) Gain and deploy skills needed to engage purposefully with religions and worldviews.</b></p> <ul style="list-style-type: none"> <li>-Explore, find out, respond and express their ideas and opinions about-belonging, meaning and truth, co-operation, right and wrong.</li> </ul>	<p>(Gospels of Matthew, Luke)</p> <ul style="list-style-type: none"> <li>-Explore and describe a range of beliefs, symbols and actions to understand different ways of life and expressing meaning.</li> </ul> <p><b>B) Express ideas and insights about nature, significance and impact of religions and worldwide views.</b></p> <ul style="list-style-type: none"> <li>-Observe and understand varied examples of religions and worldwide views.</li> <li>-Understand challenges of commitment to a community of faith making suggestions about why 'belonging' may be of value within the communities and their own lives.</li> <li>-Observe and consider different dimensions of religion in order to explore and understand similarities and differences within and between religions and worldviews.</li> </ul> <p><b>C) Gain and deploy skills needed to engage purposefully with religions and world views.</b></p> <ul style="list-style-type: none"> <li>-Discuss and present thoughtfully their own and others views about challenging questions. --Apply own ideas through music, poetry and art.</li> <li>-Consider and apply ideas about how diverse communities can live together-consider values and respect.</li> <li>-Discuss and apply ideas about ethical questions about what is right and wrong, just and fair expressing own ideas.</li> </ul>
--	---	--

<p><b>PROCEDURAL KNOWLEDGE - What skills do we want our Religious Education learners to have? Analyse, evaluate and solve problems</b>  <i>How will these skills build on what went before and help prepare our children for what is coming next?</i></p>							
<b>Key Concepts</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Begin:  <b>Believing</b>          Thinking about religion and belief</p>	<p>-What are beliefs and where do they come from?</p>	<p>-recognise and name features of religions and belief-</p>	<p>-identify how religion and belief is expressed in different ways</p>	<p>-identify similarities and differences</p>	<p>-ask questions about different religions and beliefs</p>	<p>explain connections between questions, beliefs, values and practices in different belief systems</p>	<p>-Use religious and philosophical terminology and concepts to explain</p>

<p><u>(Enquire, investigate and interpret, analyse)</u></p> <p>Beliefs and teachings (What people believe) Practices and lifestyles(What people do)</p>		<p>-recall features of religious practices- festivals, worship, rituals.</p> <p>-Listen to spiritual, and moral stories.</p>	<p>-identify similarities and differences in features of religious practices.</p> <p>-Retell religious, spiritual and moral stories,</p> <p>-Appreciate similarities between communities.</p>	<p>between religions and beliefs.</p> <p>-Make links between religious beliefs and practices.</p> <p>-identify similarities and differences in religious spiritual and moral stories.</p> <p>-investigate and connect features of religion and belief.</p>	<p>-comment on connections between questions, beliefs, values and practice</p> <p>-describe similarities and differences within and between different religion, spiritual and moral stories.</p>	<p>-explain how and why differences in beliefs are expressed.</p> <p>-Compare religious, spiritual, moral stories to our own experiences.</p> <p>-</p>	<p>religious beliefs and values systems</p> <p>-explain some of the challenges offered by a variety of religions and beliefs in the contemporary world</p> <p>-explain reasons for the effects of diversity within and between religions, beliefs and cultures.</p>
<p>Expression and language (How people express themselves- <u>Empathy, Analysis</u>) Identity and experience (Making sense of who we are)</p>	<p>-Name something that a person is doing because of their religion</p> <p>-Recognise an object or action that is important to a religious person</p>	<p>-identify what they find puzzling/interesting in life</p>	<p>-Recognise that some questions about life are difficult to answer.</p> <p>-ask and answer questions about their own feelings and experiences.</p> <p>-recognise symbols and other forms of religious expression from their own experience. How might these matter to their believers?</p>	<p>-ask significant questions about religions and beliefs and relate these to questions they may have about their own lives.</p>	<p>-gather, select and organise ideas about religion and belief</p> <p>-suggest answers to questions raised by the study of religions and beliefs.</p>	<p>--recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>-recognise and explain diversity within religious expression, using appropriate concepts.</p>	<p>-identify the influences on, and distinguish between, different viewpoints within religion and beliefs.</p> <p>-interpret religious beliefs from different perspectives.</p>
<p><b>Living</b> Meaning and purpose (Making sense of life-</p>	<p>-Talk about things that happen to them</p>	<p>-Recognise different symbols and actions that express a</p>	<p>--Make links between some of the stories and teachings in the bible and life in the</p>	<p>-describe and suggest meaning for symbols and other forms of religious expression.</p>	<p>-suggest meanings for a range of forms of religious expression, including symbols,</p>	<p>-suggest lines of enquiry to address questions raised by the study of religions and beliefs, using</p>	<p>-interpret the significance and impact of different forms of religious</p>

<u>Reflection</u> , <u>Evaluation</u> , <u>Synthesis</u> , <u>Application</u> Values and commitments (making sense of right and wrong)	which have relevance to the key learning  -Talk about something interesting in a story/ the world around them which links to the key learning  -Talk about something that is important or special which links to the learning	community way of life.	world today, expressing some ideas clearly.	-identify the impacts of people's beliefs and practices on people's lives.	using appropriate vocabulary.  -describe the impact of moral and religious stories on individual, groups and communities-Discuss and apply own ideas about ethical questions including what is right/wrong/just/fair	relevant sources and evidence. -recognise and explain the impact of beliefs and ultimate questions on individuals and communities.	and spiritual expression. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all
---	---	------------------------	---	--	--	---	---

PROPOSITIONAL KNOWLEDGE - What key concepts or knowledge will our Religious Education Learners need? <i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i>								
Possible Timescale	Understanding Christianity Units	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 <sup>st</sup> half term-4 weeks 1.5 hours per week.	EYFS God/Creation God-KS1 and Year 5/6 People of God Year 3/4	<b>Why is the word God important to Christians?</b> The word God is a name. Christians believe that God is the creator of the universe. Christians believe God made our wonderful world	<b>What do Christians believe God is like?</b> Through parables and the story of The Lost Son, Christians believe in God and learn about him through the bible. Christians believe God is kind, loving and fair.	<b>What do Christians believe God is like?</b> Through the story of Jonah and the Whale-Some stories show Christian beliefs. Christians worship God and try to live in ways that please him.	<b>What is it like to follow God? (using the story of Noah)</b> That the Old Testament tells a story of particular people of God (children of Israel) and their relationship with God.  <b>What symbols and stories help Jewish people remember their</b>	<b>What is it like to follow God? (using the story of Noah)</b> That the people of God try to live in the way God wants by following and worshipping him. That the Bible shows how God keeps his promise, to stay with the people.	<b>What does it mean if God is Holy and loving?</b> Christians believe God is omniscient, omnipotent and eternal and that he is worth worshipping. Christians have to balance ideas about God being angered by sin and injustice with being loving and giving.	<b>What does it mean if God is Holy and loving?</b> Christians do not all agree about what God is like, but try to follow in his path. Getting to know God for Christians is like getting to know about a person, rather than learning information.

					<p>covenant with God (Emmanuel project)</p> <p>Covenant - Pupils explore in greater depth the Exodus story and stories which demonstrate a covenant with God.</p>			
<p>1<sup>st</sup> half term and 2 weeks of 2<sup>nd</sup> half-1 hour per week</p>	<p>Creation</p>	<p>How can we care for our wonderful world?</p> <p>That God created Adam and he was asked to care for the first animals.</p> <p>That it is important that Christians and ourselves look after the wonderful world.</p>	<p>Who made the world?</p> <p>That God created the universe. The earth and everything in it is important to God.</p>	<p>Who made the world?</p> <p>God cares for the creation including humans.</p> <p>God has a unique relationship with human beings as the 'creator'.</p> <p>Humans should care for the world as it belongs to God.</p>	<p>What do Christians learn from the creation story?</p> <p>God the creator cares for human beings. Human beings do best when they listen to God as he is their creator. Humans cannot get close to God without his help. The bible tells us how humans spoiled their relationship with God, (The Fall)</p>	<p>What do Christians learn from the creation story?</p> <p>The bible shows that God wants to keep people close to him and show them how to live (The ten commandments) and offers forgiveness even when people are falling short. -Christians show obedience to God because they want to be close to him. Their obedience and worship says 'sorry' for sins</p>	<p>Creation and Science: Conflicting or complimentary?</p> <p>That there are many debates and controversy around the relationship between creation in Genesis and contemporary scientific accounts. Many scientists around the world are now Christians.</p>	<p>Creation and Science. Conflicting or complimentary? Debates and controversies about the creation relate to interpretation and purpose of the texts. eg.. Does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>The discoveries of Science make Christians wonder even more about the power and majesty of the creator.</p>
<p>Introduction to Hinduism and Judaism 1 week-5 hours.</p>	<p>Using Emmanuel project. Judaism KS 1 Hinduism KS 2</p>	<p>What are places of worship?</p> <p>That different religions visit places of worship to pray and help them to 'belong'</p>	<p>Why is learning good deeds important to Jewish People?</p>	<p>Why do Jewish families talk about repentance at New Year?</p> <p><u>Teshuvah - Pupils will encounter</u></p>	<p>Why do Hindus want to collect good Karma?</p>	<p>How does the story of Rama and Sita inspire Hindus to follow their Dharma?</p> <p><u>Dharma - Pupils learn about Rama</u></p>	<p>What spiritual pathways to Moshka are written about in Hindu Scriptures?.</p> <p><u>Moksha- pupils learn about the</u></p>	<p>How do questions about Brahma and atman influence the way a Hindu lived?</p> <p><u>Brahman - pupils delve deeper in</u></p>

		<p>Jews worship in a synagogue. Christians in Churches.</p> <p>Religions can still 'belong' by worshipping at home.</p>	<p><u>Mitzvot</u> - introduces Jewish faith and good deeds and helping others. -A mitzvot is a charitable act or good deed. -Blessings are promised to those who obey God's laws and warnings given to those who don't. -The Torah trains the Jewish people into living a holy life. Tzedakah-means charity. Jews are expected to give to charity, It's a commandment. Tikkun Olam, repairing the world, takes up the idea that the Jewish community bears responsibility not only for their own moral, spiritual, and material welfare, but for the welfare of society at large. -Tikkun olam is underpinned by</p>	<p>more Jewish stories and learn about the importance of saying sorry for Jewish people. -Teshuvah means return- translated as repentance. -People make mistakes and can learn from them. -The Torah is full of stories about people who make mistakes. -The Jewish community is asked by God to 'return' to the path he has created for them by putting right their mistakes. -Rosh Hashannah is the festival of 'making new starts'. -Yom Kippur is a service in which Jews show their repentance.</p>	<p><u>Karma</u> - Pupils encounter Hinduism for the first time. They learn about how the idea of good and bad karma influences Hindus and the importance of selfless kindness. -Karma means 'action' but with a consequence. It's a bit like: • Cause and effect • Action and reaction • Actions and consequences • Rewards or punished for what we do • Reaping what you sow • Fuel on a journey • Responsibility -Karma is important to Hindus. - Samsara, the cycle of birth, death and rebirth, through which the soul progresses as a result of karma, actions with good or bad consequences.</p>	<p>and Sita and some of the things Hindus do to celebrate their commitment to duty. -Dharma is sometimes simply translated as 'duty' or 'righteousness'; OR Sanatana Dharma refers generally to the true nature of how things are or should be; it is the power or principle which upholds (or underpins) the whole of the universe and society - a 'universal law'. -Rama and Sita inspires Hindus to follow their Dharma. - Dharma is seen in the Hindu Community- Diwali, Hindu Weddings, and Hindu Stories. (Rama and Sita)</p>	<p>different pathways chosen by Hindus to become united with God. This includes learning about the 4 yogas and the importance of devotion for those who follow one particular pathway.</p> <p>- Moksha is the liberation or freedom from the cycle of birth-death-rebirth (samsara). It has Sanskrit roots and literally means the destruction of illusion, the soul's misunderstanding of its real nature as part of the godhead. -Hindus follow different pathways to achieve one goal. They have a need to store up good karma (actions) to help their soul make progress in life, to break free from the</p>	<p>to understanding the nature of Brahman, the Hindu God. They explore different deities and understand these show different aspects of the one God.</p> <p>Brahman is (the one Supreme Being or cosmic principle) and Atman (the true self in each human), it's a bit like: • God the fire giving out sparks • God as sunlight glinting off waves • God looking out through human eyes • The ultimate connection or unity behind all things - The story of Shamba is used to discuss Hindu beliefs about the world, and about God; a dilemma for some Hindu monks. - There are different Hindu</p>
--	--	---	--	--	--	---	--	---

			<p>the idea that human beings are a critical part of the unfolding of God's creation and will. Tikkun olam is not a specific commandment, but rather an umbrella term for good deeds that make a difference.</p>		<p>- Hindus encourage good 'karma' through (ii) Hindu Community action, daily life and impacts their daily lives.</p>		<p>circle of life and death, and finally achieve union with God. - The Bhagavad Gita is a key Hindu text in which Krishna (an avatar of Vishnu) has a dialogue with Prince Arjuna, who is facing a big battle. - bhakti yoga is used as a pathway to moksha in Hindu Community Practice - Stories of Krishna explore following the pathway of love and devotion as part of Hindu Living</p>	<p>ideas about God, the world and living beings The Blind Men and the Elephant is a story used to help explore this. - There are beliefs about Brahman / Atman in Hindu Narrative, Hindu Community practise and Hindu living. Hindus believe there is a divine spark of Brahman (the Supreme Being) in each individual; this is the Atman, a human's real self.</p>
<p>3 weeks leading up to Christmas 2-3 hours per week</p>	<p>Incarnation</p>	<p><b>Why do Christians perform Nativity plays at Christmas?</b> Christians believe that God came to earth in human form as Jesus. Jesus came to show that people are special and precious to God.</p>	<p><b>Why does Christmas Matter to Christians?</b> Christians celebrate Jesus' birth. Advent is a time for getting ready for Jesus coming. Christians believe that</p>	<p><b>Why does Christmas Matter to Christians?</b> Using the gospels from Matthew and Luke- That the bible shows that Jesus was extraordinary as he was worshipped as a</p>	<p><b>What is the trinity?</b> Christians believe that Jesus is one of 3 persons of the trinity. God the father, God the Son and God the holy spirit.</p>	<p><b>What is the trinity?</b> Christians worship God as trinity. Christians have created art to help express this belief as it is such a huge concept to grasp. Christians believe the holy</p>	<p><b>Was Jesus the Messiah?</b> Jesus was Jewish  Christians believe Jesus is God in the flesh.  Christians see Jesus as their saviour.</p>	<p><b>Was Jesus the Messiah?</b> That the old testament talks about Jesus as a 'rescuer' or 'anointed one'-a messiah. Some texts talk about what this is like.  Christians believe that</p>

			Jesus is God as a baby and was born in Bethlehem.	king and he came to bring good news to the poor.		spirit is God's power at work in the world and their lives today, enabling them to follow Jesus.	That a Messiah is an 'anointed one.'	Jesus fulfilled the expectations outlined in the Old Testament and that he is the Messiah. (Jewish people do not think this)
LE-2 weeks after Christmas 1 hour daily	Other faiths- Judaism and Islam	<p><b>What makes every single person precious and unique?</b></p> <p>That Jews believe in one special person-GOD.</p> <p>That Jews believe that God made the world and everything in it.</p> <p>To know The Jewish creation story.</p> <p>That Jewish People celebrate Hannukah.</p>	<p><b>Why do Jewish families say so many prayers and blessings</b></p> <p><u>Teffilah</u> - pupils will learn about prayer and worship and the importance of rest in the Jewish faith through listening to the creation story.</p> <p>-Jewish people thank and bless God at Sukkot</p> <p>-Jewish people are thankful to God for the day of rest in the Jewish Creation story</p> <p>-Jewish people pray at home and at the synagogue. - 'Teffillah' or prayer at home on Shabbat</p>	<p><b>Why is the Torah important to Jewish People?</b></p> <p><u>Simchat Torah</u>- The Torah is made up of 5 books known as the 5 books of Moses, These are the teachings and stories.</p> <p>That God told Moses all of the Torah on Mount Sinai.</p> <p>-Mezuzah, in Hebrew, means "doorpost". However, it usually refers to the covered scroll parchment that Jews fix on their doorposts, as commanded in the Torah. This parchment contains Biblical verses written by a scribe and placed in a Mezuzah case.</p> <p>-The Torah Scrolls are kept in the Ark and contains rules</p>	<p><b>How does a Muslim show their submission and obedience to Allah?</b></p> <p><u>Submission</u> - Pupils will learn about the importance of prayer as a way of submitting to Allah and acknowledging his greatness.</p> <p>-The Arabic word 'Islam' means voluntary submission or surrender to God's will.</p> <p>- Muslims live lives through showing willing obedience to Allah.</p> <p>-Muslim life stresses importance of obedience / submission to Allah.</p>	<p><b>Why do Muslims call Muhammed the seal of the prophets?</b></p> <p><u>Prophets</u> - Pupils will learn more about Muhammad's status as the messenger of God and the last prophet.</p> <p>-Risalah means 'prophethood' in Arabic. It comes from 'rasul' which means prophet or messenger.</p> <p>-Belief in the idea of prophethood, or those who have acted as God's messengers to humankind is fundamental to Islam.</p> <p>-Muhammad is the most important Prophet in Islam.</p> <p>-Many hadith (stories) are told of Muhammad; Muslims try to follow his example in their</p>	<p><b>What does the Qur'an reveal about Allah and his guidance?</b></p> <p><u>Revelation</u> - Pupils will hear the story of how the Qur'an was revealed. They continue to learn how Muslims show respect towards the Qur'an and give reasons for this.</p> <p>-Wahy (wahi) is the Arabic word for 'revelation'; it has the underlying meaning of 'guiding' or 'direction'. For Muslims, the greatest revelation has come from God (Allah) to the Prophet Muhammad and is recorded in the Qur'an.</p> <p>-Muslims believe the words of the Qur'an are the actual words of Allah received over a period of time by the Prophet Muhammad through</p>	<p><b>How does Tahwid create a sense of belonging to a Muslim community?</b></p> <p><u>Tawhid</u> - Pupils will learn about some key Muslim teachings about Tawheed or the oneness of Allah, including the impact of the Five Pillars of Islam on each Muslim's sense of identity as part of the wider Islamic community.</p> <p>-Tawhid (Tawheed, tauhid) is an Arabic word that is literally translated as the "Doctrine of Oneness." It is the central Muslim belief that there is</p>

about how Jewish people should live.  
 -Not every Jewish person follows the rules but all Jews see it as sacred and special.  
 -Make connections between the Torah and The Ten Commandments.  
 -A synagogue is their place of worship, learning and community.

The Adhan prayer shows Muslims submission.  
 -Bilal was chosen to be the first story about submission and obedience and is shown in the Qur'an.  
 -Muslims join together, five times a day, to pray the obligatory prayers (Salat / Salah).  
 -: Muslims believe Allah has shown them a complete way of life (DEEN); it encompasses everything (speech, manners, education, eating, etc.). Muslims use the Qur'an for guidance and the SUNNAH or example of Prophet Muhammad to see what he said or did.

everyday lives and their faith practices.  
 -Muhammad's role as the final prophet in Muslim narrative are told through stories of his battles.  
 -A mosque is a 'place of prostration' or 'submission' where Muslims go to pray. It is also a community centre and place for Qur'an study.  
 -For many Muslims, Milad un Nabi is an occasion to express love and honour for Muhammad, and in doing so, to please God.

the Angel Jibreel (Gabriel). As the exact words of Allah, they are incredibly valuable and constitute the ultimate in authority and guidance. The worth of the words is shown in how the Qur'an is treated by a Muslim.  
 -No Muslim believes Muhammad wrote the Qur'an. His job was to be the transmitter of God's exact words. Cave Hira was the place of the first revelation from Allah.  
 -The importance of revelation is seen in the community practises and muslim living. Explore artefacts such as the importance of calligraphy, the mosque, The celebration of Laylat-ul Qadr.

only one God and that God is unique.  
 -Islam is based on the premise that Allah is unique; he alone created the universe, he alone controls it and all that happens in it. He alone is divine.  
 - Tawhid is at the centre of Muslim faith  
 -The Kaaba, in Arabic "Cube", is a building in Makkah (Mecca), Saudi Arabia. It is the most sacred Muslim site in the world. Traditionally this "House of Allah" was the first mosque, built by Ibrahim and later cleansed by Muhammad.  
 -The Muslim Community Practice: The Five Pillars of Islam and Tahwid is at the centre of it.  
 -Makkah, removed the idols from the

								Kaaba, and made it a place of pilgrimage (Hajj)
7 weeks spread as you wish equivalent of 6 hours	Gospel		<p><b>What is the Good News that Jesus brings?</b></p> <p>Christians believe Jesus brings good news for all people. For Christian, this is good news includes being loved by God, and being forgiven for bad things.</p>	<p><b>What is the good news that Jesus brings?</b></p> <p>Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think about how to live and show them the right way.</p>	<p><b>What kind of a world did Jesus want?</b></p> <p>Christians believe Jesus' life shows what it means to love God (the father) and love your neighbour. (Parable of Good Samaritan.) Christians try to put his teaching and example into practise in lots of ways from church worship to social justice.</p>	<p><b>What kind of a world did Jesus want?</b></p> <p>Christians believe Jesus challenges everyone about how to live, he sets examples for loving God and your neighbour. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians try to be like Jesus, they want to know him better and better,</p>	<p><b>What would Jesus do?</b></p> <p>Christians believe that setting an example is not just about setting an example for good behaviour and challenging bad behaviour but the way that Jesus offers a way to heal damage done by human sin.</p>	<p><b>What would Jesus do?</b></p> <p>Christians believe that Jesus' good news not only transforms lives now, but also points towards a restored, transformed life in the future. Christians believe they should bring this good news to life in different ways within their own lives, families, neighbours, local, national and global communities. Jesus' values favour serving the weak and vulnerable (Sermon on the Mount)</p>
LE 2 weeks leading up to Easter  1 hour per day	Salvation	<p><b>Why do Christians put a cross in an Easter garden?</b></p> <p>-That Christians remember Jesus' last week at Easter. -That Jesus name means 'He saves' Christians believe Jesus came to show God's love. -Christians try to show love to others.</p>	<p><b>Why does Easter matter to Christians?</b></p> <p>Through stories about holy Week. -Easter is very important in the 'Big Story' of the bible as Jesus showed he was willing to forgive all people even when put on the cross.</p>	<p><b>Why does Easter matter to Christians?</b></p> <p>-That Christians show their beliefs of Jesus riding from the dead, during church worship. -That Jesus builds a bridge between God and humans.</p>	<p><b>Why do Christians call the day Jesus died Good Friday?</b></p> <p>-The various event of Holy week, such as the Last Supper, were important in showing the disciples what Jesus had come</p>	<p><b>Why do Christians call the day Jesus died, Good Friday?</b></p> <p><b>What is Pentecost?</b></p> <p>-That Christians see Holy Week as the culmination of earthly life, leading to death and resurrection.</p>	<p><b>What did Jesus do to save human beings?</b></p> <p>That 'The Big Story' of the bible points out the need to God to save people. The gospels give accounts of Jesus' death and resurrection.</p>	<p><b>What difference does the resurrection make for Christians?</b></p> <p>-Belief in Jesus confirms to Christians that Jesus is the incarnate Son of God and that death is not the end.</p>

			<p>-Christians believe Jesus rose from the dead, giving people hope of new life.</p>	<p>-Recognise that God, incarnation, Gospel and Salvation are part of the big story of the bible. -That texts/gospels of Luke and John during holy week teach us about Easter and show us how forgiveness is important and link these to their own lives</p>	<p>to earth to do. (serving, prayer.) -Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>(betrayal, trust, celebration) -Christians today trust that Jesus did really rise from the dead and so is still alive today.</p>	<p>The New testament says Jesus' death was 'for us'. Christians remember his sacrifice through the service of Holy Communion (Lord's Supper, Eucharist. Mass.) -Christians interpret Jesus' death in different ways. -sacrifice for sin, death and the devil, rescuing the lost and leading them to God, leading from darkness to light, from slavery to freedom, paying punishment as a substitute for everyone's sins.</p>	<p>-The belief give Christians hope for life with God, starting now and continuing in heaven. -Christians believe that Jesus calls them to sacrifice their own needs for others, and some are prepared to die for their faith.</p>
<p>Last half term 6 weeks 1 hour weekly</p>	<p>Kingdom of God</p>	<p>How can we help others when they need it?</p> <p>Local community project and within the school/family community.</p>	<p>What makes our church and church community a special place?</p> <p>Local study-Act of kindness project Research</p>	<p>What makes our church and church community a special place?</p> <p>Local study-Act of kindness project Research</p>	<p>How can following God bring freedom and justice to Christian lives today?</p> <p>-Christians believe that Jesus inaugurated the kingdom of God and that his whole life was a demonstration of his belief that God is King, not just in heaven but here and now. (Your kingdom come, Your will be done</p>	<p>When Jesus left, what was the impact of Pentecost? How does it affect Christian lives today?</p> <p>-Christians believe that after Jesus returned to be with God the father, he sent the Holy Spirit at Pentecost to help the church to make Jesus' invisible kingdom visible by living lives that</p>	<p>What kind of king is Jesus?</p> <p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>- The Kingdom is compared to a feast where all are</p>	<p>How do religious beliefs and worldwide views help people to make the world a better place? Build a better world.</p> <p>• The parables suggest that there will be a future kingdom, where God's reign will be complete. -Many Christians try to extend The Kingdom of God by challenging unjust</p>

					on earth as it is in heaven.	reflect the love of God. -Christians celebrate Pentecost as the beginning of Church.  -Christians believe that staying connected to Jesus means that the fruit of the Spirit can grow into the lives of Christians.	invited to join in. Not everyone chooses to do so	social structures in their locality and world.
--	--	--	--	--	------------------------------	--	---	--

What key vocabulary will our RE students need? <i>Vocabulary is important because it embodies and communicates concepts.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key RE vocab-A long time ago, past, present, lives, change, message, Church, world, symbols,	Key RE Vocab-Timeline, events, questions, reason, promise, choice, unique, connections, blame, responsibility, belonging, forgiveness,	<u>Key RE Vocab-</u> community, guide, beliefs, practice, explore, account, <u>healing</u> , concepts, links, icon,	Key RE Vocabulary- Follow, learn, similes, sorry, birth, friendship, guidelines, neighbour, justice, pretend, death, feast,	Key RE Vocabulary- Metaphors, obedience, express, benefits, power,	Key RE vocabulary- creation, science, freedom, interpretation, purpose, conflict,	Key RE Vocabulary- Eternal, grace, injustice, debate, transform,

<p>same, different, believe/beliefs, relationship, celebrate, festivals.</p> <p><u>Content Specific Vocab</u></p> <p>God, Christians, fair, kind, loving caring, Christmas. Hindu-Mandir,</p>	<p>teaching, hope, rose, bible, story, traditions, views, compare, right, wrong, covenant</p> <p><u>Content Specific Vocab</u></p> <p>Christians, Jews, God, Father, Jesus, creation, universe, Bethlehem, worship, Advent, Easter, parable, Creation, Incarnation. Torah, Jews, Sukkah, Shabbat, Israelites, Tefillah, blessings,</p>	<p>appreciation, religious, artefacts, wisdom, observe, sensitively, difference, response, cooperation</p> <p><u>Content Specific Vocabulary</u></p> <p>parable, Creation, Incarnation, Gospel, Salvation 'big story', crucified, Holy week, Moses, SimchatTorah, Mount of Sinai, Mitzvot (Jewish laws)</p> <p>Synagogue, Mezuzah, scroll, Havdalah</p>	<p>future, damage, sacrifice,</p> <p><u>Content Specific Vocabulary</u></p> <p>Good Friday, Ten Commandments, People of God, prophets, disciples, Last Supper, heaven, Kingdom, synagogue, shabbat, sabbath, Torah, Hebrew Hindu-Avatar, incarnation, Deity, Krishna, Rama, Ganesh, Durga, Vedas, Bhagved Gita, Mahabharata, Upanishads/Ramayana, reincarnation, shrine, Goddess, God , Hindu-Rama, Sita, Diwali, Lakshmi, karma. Teshuvah, Sunnah, Muhammed</p>	<p>nations, extraordinary, hypocrisy, earthly, sin, flesh, restore, punishment</p> <p><u>Specific Content Vocabulary-</u></p> <p>Trinity, Pentecost, Father, Son, Holy Spirit, Genesis, Old and New Testament, resurrection, spirit, rituals, Qu'ran. Messenger, Ramadan, Id Ul Fitr Muhammed Pillars, Zakah, Almsgiving Hindu, dharma, sanatana Brahma, Vishnu, Shiva, Worship, Risalah</p>	<p>slavery, serve, example, challenging, faith, diverse,</p> <p><u>Specific Content vocabulary-</u></p> <p>Messiah, King, nomads, (Abraham) city dwellers (David) Exodus. Jewish, Qu'ran, scripture, Muslim, Islam, maksha, sacred, covenant, Salah (prayer) revelation, wahi Hindu, Arti, Puja, Aum, Parusartha, mosque, Hadith. Shambo</p>	<p>controversy, weak, vulnerable, global, favour, victory, census. Plurality, aid, humanists, rescuer, anointed, obedience, submission</p> <p><u>Specific Content Vocabulary-</u></p> <p>Prophet, omniscient, onnipotent, salt and light, Sermon on the Mount, devil, Eucharist, mass, Pilgrimage, Hajj, Western Wall, Id-Ul-Adha, Hindu-Ganges, holy water, karma, tarwid, Allah, Atman. Brahman, mecca, Makkah</p>
---	--	---	--	--	--	--

What experiences do we want our RE students to have had? What opportunities will our RE have had to 'make the world a better place'?							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
God/Creation/ People of God	Nature Hunt around school grounds-colour palette, appreciating beauty.	Story tellers/CYE parable assembly (The lost son) Props bag to link with the story.	Story of Jonah-Song When Jonah sank into the sea-Jonah Man Jazz The Jonah Roundel from the Redemption window in Canterbury cathedral.	Dance based on the story using Peer Gint. Explore feelings of people as the world changed.	Visit to a cathedral or church and take part in a service to discover how Christians worship God.	Cathedral study using art work. (Coventry Cathedral) to show how it represents what Christians believe about God.	Story of Moses showing how knowing God is a personal journey.
Creation	Looking after a pet/plant/ creature (maybe our fish)	Trip around school grounds or out to fond the 'wows' in nature.	Create a harvest display/festival with food showing the wonders of creation. Linking to God creating and looking after the world.	Set up a talent show to show how we can give our own creations to the world.	Set up a litter pick or similar to show how Christians and ourselves can make the world 'very good'	Debate-Cosmology or Evolution. Arguments presented to the class as a hook. Children then present as a final debate.	Debate-Cosmology or evolution-As year 6- Recycling project based on 'What is your responsibility in the world?' (recycling, local produce?)
Incarnation	Take part in Nativity Play- New baby into school?	Take part in Nativity Play Create a Nativity Scene	Take part in Nativity play Christingle Service	CYE assembly- Incarnation Create a song to share God's message-Create shoeboxes for foodbanks.	CYE Assembly Incarnation Sculpture showing meaning of Incarnation	Plan a carol service for Local Residents.	Art work based on the question Was Jesus the Messiah?
Other faiths	Story Sack of Jewish items. Hannukah celebration Hindu artefacts	Jewish speaker into school. Visit a synagogue- Portsmouth. Prepare good deeds for others in the community.- Community tea party.	Re-create Shabbat festival in class.  Prepare good deeds for others in the community.	Visit to a synagogue- Brighton Dress up day as Hindu Gods Create a festival of lights in the classroom.	Muslim speaker from community? Trip to Hindu Temple- Southampton Indian, Hindu dance workshop	Trip to a Mosque (Horsham, Portsmouth, Southampton. Worthing.) Hindu Writing workshop day.	Re-create pilgrimage to Mecca. Have a day in school re-enacting. Exploring the Ganges now-Look at pollution etc. <a href="https://www.wwf.org.uk/what-we-do/projects/friends-ganges">https://www.wwf.org.uk/what-we-do/projects/friends-ganges</a>
Gospel			Visit the church as a friendly, community, peaceful place. Look for things that make it that	Visit from Jess to find out what a church leader may get involved in.	Debate on punish or help/forgive. Create acts of kindness coupons to give out to others-e.g. read	Search the 'What would Jesus do gift shop' Create and make items along this theme based on Jesus actions. Set	Create or take part in activities/events for the local church based on the Jesus news-helping the elderly or sick, setting up a stall of free gifts or swap station,

			way. Create/design a friendly place in the school. Create a prayer to read to younger children.	Make the best- When life gives you lemons-make lemonade! Children to create better things around the school from old! (playground)	to them for 10 min, involve them in a game, draw with them etc....	up a shop and donate proceeds to a fund. E.g. Christian aid, Prison Fellowship or local groups.	preparing a meal for the community. Offering to do jobs to help the community. -Shopping, car washing etc.
Salvation	Whole School Hook based on Easter Story-Local Actors						
Salvation	Have chicks into hatch. Donate eggs.	Cook Hot Cross buns/ bread Walk around village looking for signs of Easter/new life.	Create Easter Gardens Explore Easter symbols around the village and school and consider secular/religious	Re-create last supper Look for types of crosses and where they are represented in the local environment.	Visit to Church Easter Service Easter bonnet parade based on secular/religious symbols and traditions	Make sacrifices day-share lunch, donate a gift, serve someone else in the school/community	Devise a new way to remember Salvation- eg-religious service, include, music, drama, dance but explain symbolism of each thing.
Kingdom of God	Create helping hands to give out to friends in need-basic skills-doing up coats, shoes, washing hands etc.	Performing/Singing at residential home and school fete.	Community tea party	Create a birthday tea party for the church at Pentecost, or attend one.	Use artwork showing the story of Pentecost-represent learning thorough art. Art gallery trip or artists in.	Supporting sports day at the nursery.	Pitch a project to the council or school community for raising funds-linked to school fete.eg-nations struck by disaster,

Resource boxes are available from the Diocese on loan <https://schools.chichester.anglican.org/resources-bank/> .

These cover Christianity, Islam, Judaism, Hinduism, Spiritual, Moral and Cultural and a variety box.

Additional Resources and fact sheets for Judaism and Islam are stored on the **Staff Shared file under RE resources.**

References to unit numbers for Understanding Christianity in the folder are as follows-F is Foundation stage, Ks 1 are years 1 and 2, KS2a are years 3 and 4, KS2b are years 5 and 6.

The Emmanuel Project has been used for the units based on other faiths. This scheme is stored in the **Staff Shared file under RE resources.**

Picture Packs available to borrow within school.

Useful Websites are The Guildford Diocese, Brighton and Hove Diocese, Chichester Diocese, Chichester Baptist Church, RE QUEST.

