



Fishbourne Church of England Primary School  
RE Curriculum Overview - Final Draft



**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 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>A) Know and understand a range of religions and worldwide views.</b> (Christianity, Judaism)</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>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> </ul>	<p><b>A) Know and understand about a range of religions and worldwide views.</b> (Christianity, Judaism, Islam, Hinduism as a shorter unit.)</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) (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> </ul>	<p><b>A) Know and understand about a range of religions and worldwide views.</b> (Christianity, Judaism, Islam, Hinduism as a shorter unit.)</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) (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> </ul>

	<p>-Responding sensitively to similarities and differences in worldwide views.</p> <p>C) Gain and deploy skills needed to engage purposefully with religions and worldviews.</p> <p>-Explore, find out, respond and express their ideas and opinions about-belonging, meaning and truth, co-operation, right and wrong.</p>	<p>-Observe and consider different dimensions of religion in order to explore and understand similarities and differences within and between religions and worldviews.</p> <p>C) Gain and deploy skills needed to engage purposefully with religions and world views.</p> <p>-Discuss and present thoughtfully their own and others views about challenging questions. --Apply own ideas through music, poetry and art.</p> <p>-Consider and apply ideas about how diverse communities can live together-consider values and respect.</p> <p>-Discuss and apply ideas about ethical questions about what is right and wrong, just and fair expressing own ideas.</p>
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<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>							
Key Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin: <b>Believing</b> Thinking about religion and belief <u>(Enquire, investigate and interpret, analyse)</u> Beliefs and teachings (What people believe) Practices and lifestyles(What people do)	-What are beliefs and where do they come from?	-recognise and name features of religions and belief-  -recall features of religious practices- festivals, worship, rituals.  -Listen to spiritual, and moral stories.	-identify how religion and belief is expressed in different ways  -identify similarities and differences in features of religious practices. -Retell religious, spiritual and moral stories,  -Appreciate similarities between communities.	-identify similarities and differences between religions and beliefs. -Make links between religious beliefs and practices. -identify similarities and differences in religious spiritual and moral stories.  -investigate and connect features of religion and belief.	-ask questions about different religions and beliefs  -comment on connections between questions, beliefs, values and practice  -describe similarities and differences within and between different religion, spiritual and moral stories.	explain connections between questions, beliefs, values and practices in different belief systems  -explain how and why differences in beliefs are expressed.  -Compare religious, spiritual, moral stories to our own experiences.	-Use religious and philosophical terminology and concepts to explain religious beliefs and values systems -explain some of the challenges offered by a variety of religions and beliefs in the contemporary world -explain reasons for the effects of diversity within and between religions, beliefs and cultures.
Expression and language (How people express themselves- <u>Empathy, Analysis)</u> Identity and experience (Making sense of who we are)	-Name something that a person is doing because of their religion	-identify what they find puzzling/interesting in life	-Recognise that some questions about life are difficult to answer. -ask and answer questions about their own feelings and experiences.	-ask significant questions about religions and beliefs and relate these to questions they may have about their own lives.	-gather, select and organise ideas about religion and belief	--recognise and explain the impact of beliefs and ultimate questions on individuals and communities	-identify the influences on, and distinguish between, different viewpoints within religion and beliefs.

	-Recognise an object or action that is important to a religious person		-recognise symbols and other forms of religious expression from their own experience. How might these matter to their believers?		-suggest answers to questions raised by the study of religions and beliefs.	-recognise and explain diversity within religious expression, using appropriate concepts.	-interpret religious beliefs from different perspectives.
<b>Living</b> Meaning and purpose (Making sense of life- Reflection, Evaluation, Synthesis, Application Values and commitments (making sense of right and wrong)	-Talk about things that happen to them 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	-Recognise different symbols and actions that express a community way of life.	--Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas clearly.	-describe and suggest meaning for symbols and other forms of religious expression. -identify the impacts of people's beliefs and practices on people's lives.	-suggest meanings for a range of forms of religious expression, including symbols, 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	-suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence. -recognise and explain the impact of beliefs and ultimate questions on individuals and communities.	-interpret the significance and impact of different forms of religious 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?</b> <b>(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 is it like to follow God?</b> <b>(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.
1 <sup>st</sup> half term and 2 weeks of 2 <sup>nd</sup> half-1	Creation	<b>How can we care for our wonderful world?</b>	<b>Who made the world?</b>	<b>Who made the world?</b>	<b>What do Christians learn from the creation story?</b>	<b>What do Christians learn from the creation story?</b>	<b>Creation and Science: Conflicting or complimentary?</b>	<b>Creation and Science: Conflicting or complimentary?</b> Debates and controversies about the creation relate to interpretation and

hour per week		<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>That God created the universe. The earth and everything in it is important to God.</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>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>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.</p> <p>-Christians show obedience to God because they want to be close to him. Their obedience and worship says 'sorry' for sins</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>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>
Introduction to Hinduism 1 week-5 hours.	Hinduism	<p><b>What are places of worship?</b></p> <p>That different religions visit places of worship to pray and help them to 'belong'</p> <p>Hindus worship in Mandirs. Christians in Churches.</p> <p>Religions can still 'belong' by worshipping at home.</p>	<p><b>What is Hinduism and how did it begin?</b></p> <p>Hinduism comes from the name 'River Indus'</p> <p>Hindus believe their religion is a matter of practice rather than beliefs.</p> <p>Hindus believe in a universal soul or 'God called Brahman.</p> <p>Symbols of Hinduism- Artefacts such as Artelamp, prayer beads, Puja set, bell incense holders are part of religious worship.</p>	<p><b>Would celebrating Diwali in the community and at home bring a feeling of belonging?</b></p> <p>Diwali is the Festival of Lights celebrating the seventh avatar 9Rama-chandra)</p> <p>Rama and Sita-Diwali is important to Hindus because it signifies 'Good over Evil'</p> <p>Hindus use Diwali as a way of celebrating and expressing feelings.</p>	<p><b>Who were the Hindu Gods?</b></p> <p>-The names and roles of some of the key deities and avatars of Hinduism and their places of worship.</p>	<p><b>How can Brahman be everywhere and in everything?</b></p> <p>-To draw meaning from Hindu images to develop understanding of the Hindu concept of supreme reality.</p> <p>-That Hindus believe in a supreme reality (Brahman) who is present in every form.</p>	<p><b>What helps Hindus to worship?</b></p> <p>-The key rituals of Hindu worship in their home and at the mandir.</p> <p>-That Hindus have their own sacred writings which are made up of stories with meanings.</p>	<p><b>Would visiting the Ganges feel special to a non-Hindu? Do beliefs in Karma, Samsara and Moshka, help Hindus to lead good lives.?</b></p>
3 weeks leading up to Christmas 2-3 hours per week	Incarnation	<p><b>Why do Christians perform Nativity plays at Christmas?</b></p> <p>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></p> <p>Christians celebrate Jesus' birth. Advent is a time for getting ready for Jesus coming.</p> <p>Christians believe that Jesus is God as a baby and was born in Bethlehem.</p>	<p><b>Why does Christmas Matter to Christians?</b></p> <p>Using the gospels from Matthew and Luke- That the bible shows that Jesus was extraordinary as he was worshipped as a king and he came to bring good news to the poor.</p>	<p><b>What is the trinity?</b></p> <p>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></p> <p>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 spirit is God's power at work in the world and their lives</p>	<p><b>Was Jesus the Messiah?</b></p> <p>Jesus was Jewish</p> <p>Christians believe Jesus is God in the flesh.</p> <p>Christians see Jesus as their saviour.</p>	<p><b>Was Jesus the Messiah?</b></p> <p>That the old testament talks about Jesus as a 'rescuer' or 'anointed one'-a messiah.</p> <p>Some texts talk about what this is like.</p> <p>Christians believe that Jesus fulfilled the expectations outlined</p>

						today, enabling them to follow Jesus.	That a Messiah is an 'anointed one.'	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 ad 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 is the Torah important to Jewish People?</b></p> <p>The Torah is made up of 5 books known as the 5 books of Moses, These are the teachings and stories. That God told Moses all of the Torah on Mount Sinai. The Torah contains rules about how Jewish people should live. Not every Jewish person follows the rules but all Jews see it as sacred and special.</p> <p>Make connections between the Torah and The Ten Commandments.</p> <p>A synagogue is their place of worship, learning and community.</p>	<p><b>Why do Jewish families celebrate Shabbat? How do Jewish People show they belong to God and each other?</b></p> <p>Jewish people believe they can thank and praise God. Jews attend a synagogue on the Shabbat, where they worship God. This develops a sense of community. Know how Shabbat is celebrated and that it is the Jewish Holy day.</p> <p>Know about the importance and features of the Torah Scrolls.</p> <p>Know the Torah is written in Hebrew.</p>	<p><b>What is it like for Jewish People to follow God?</b></p> <p>Purpose of Judaism is the repair of the world and relationships after the flood. Almost everything they do can be an act of holiness. Judaism is a family faith. Jews don't only seek to follow 'the letter of the law' but the spirit of it too.'</p> <p>Jews believe people should be judged by the way people 'live their faith'.</p> <p>Havdalah is the end of the Shabbat-it signifies the importance of peace on Jewish lives.</p> <p><b>What is it like for a Muslim to follow God?</b></p> <p>Muslims believe in one God -Allah and that Muhammed was God's last messenger. Muslims base their laws on the holy Qu'ran and the Sunnah. The Sunnah is a practical example of the prophet Muhammed. There are five basic pillars of Islam. The Shahadah is the basic statement of Islamic faith and the first of The Five Pillars of Islam. Ramadan is an Islamic tradition where Muslims all over the world are called to renew their spiritual commitment. Sawm is fasting during Ramadan.</p>	<p><b>Who is Muhammed and what do People learn from him?</b></p> <p>Muhammed (pbuh) is 'The Messenger of God' Muhammed was the founder of Islam. Muslims believe Allah chose Muhammed as he was a fair and wise man. The story of the Qu'ran tells how Muhammed received a visit from Jibreel who ordered him to recite. Muhammed believed these words were the words of God. During the month of Ramadan, Muhammed would go to the mountains to think and reflect.</p> <p>The Torah and the Qu'ran are sources of wisdom in different traditions.</p>	<p><b>Why is the Qu'ran so important for muslims? The Muslim scripture is the Holy Qur'an.</b> Muslims believe it is 'the word of God'. Muslim beliefs and practices are rooted in the Qur'an. Muslims treat the Qur'an with great respect because they believe that the Qur'an is from Allah, and every word and every letter is sacred. It is usually placed on a special wooden stand to be read. Muslims regard the Qur'an as the unaltered word of God. They feel it is a covenant between themselves and Allah.</p>	<p><b>Why do people of faith go on pilgrimages? (Judaism and Islam)</b></p> <p>Hajj is the great Muslim pilgrimage to Mecca and Muslims are expected to make it at least once in their lifetime.</p> <p>Know the story of Ibrahim, Ishmail and Hagar.</p> <p>During Hajj Muslims: wear ihram walk around the Ka'bah seven times (<b>Tawaf</b>) walk quickly between As-Safa and Al-Marwah on the outskirts of <b>Makkah</b> visit Mina for midday prayers stand at Arafat from noon to sunset collect pebbles from Muzdalifah stone the pillars in Mina celebrate Id-ul Adha</p> <p>-Jewish people take part in a Pilgrimage to the Western Wall is so that they can get closest to God. Prayers, rituals and Bar Mitzvah take place at the wall.</p>
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 good news includes</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</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</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</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</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</p>

			being loved by God, and being forgiven for bad things.	people think about how to live and show them the right way.	example into practise in lots of ways from church worship to social justice.	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,	heal damage done by human sin.	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)
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> <ul style="list-style-type: none"> <li>-That Christians remember Jesus' last -week at Easter.</li> <li>-That Jesus name means 'He saves'</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Christians believe Jesus rose from the dead, giving people hope of new life.</li> </ul>	<p><b>Why does Easter matter to Christians?</b></p> <ul style="list-style-type: none"> <li>-That Christians show their beliefs of Jesus rising from the dead, during church worship.</li> <li>-That Jesus builds a bridge between God and humans.</li> <li>-Recognise that God, incarnation, Gospel and Salvation are part of the big story of the bible.</li> <li>-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</li> </ul>	<p><b>Why do Christians call the day Jesus died Good Friday?</b></p> <ul style="list-style-type: none"> <li>-The various event of Holy week, such as the Last Supper, were important in showing the disciples what Jesus had come to earth to do. (serving, prayer.)</li> <li>-Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>	<p><b>Why do Christians call the day Jesus died, Good Friday?</b></p> <p><b>What is Pentecost?</b></p> <ul style="list-style-type: none"> <li>-That Christians see Holy Week as the culmination of earthly life, leading to death and resurrection. (betrayal, trust, celebration)</li> <li>-Christians today trust that Jesus did really rise from the dead and so is still alive today.</li> </ul>	<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. 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><b>What difference does the resurrection make for Christians?</b></p> <ul style="list-style-type: none"> <li>-Belief in Jesus confirms to Christians that Jesus is the incarnate Son of God and that death is not the end.</li> <li>-The belief give Christians hope for life with God, starting now and continuing in heaven.</li> <li>-Christians believe that Jesus calls them to sacrifice their own needs for others, and some are prepared to die for their faith.</li> </ul>
Last half term 6 weeks 1 hour weekly	Kingdom of God	<p><b>How can we help others when they need it?</b></p> <p>Local community project and within the school/family community.</p>	<p><b>What makes our church and church community a special place?</b></p> <p>Local study-Act of kindness project Research</p>	<p><b>What makes our church and church community a special place?</b></p> <p>Local study-Act of kindness project Research</p>	<p><b>How can following God bring freedom and justice to Christian lives today?</b></p> <ul style="list-style-type: none"> <li>-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 on earth as it is in heaven.</li> </ul>	<p><b>When Jesus left, what was the impact of Pentecost? How does it affect Christian lives today?</b></p> <ul style="list-style-type: none"> <li>-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 reflect the love of God.</li> </ul>	<p><b>If life is a journey does it ever end? What do religions and worldviews have to say?</b></p> <ul style="list-style-type: none"> <li>-The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li> </ul>	<p><b>How do religious beliefs and worldwide views help people to make the world a better place? Build a better world.</b></p> <ul style="list-style-type: none"> <li>-Many Christians try to extend The Kingdom of God by challenging unjust social structures in their locality and world.</li> <li>-The kingdom is compared to a fest where all are invited to join in but not all choose to do so.</li> </ul>

						<p>-Christians celebrate Pentecost as the beginning of Church.</p> <p>-Christians believe that staying connected to Jesus means that the fruit of the Spirit can grow into the lives of Christians.</p>		<p>-The parables suggest God's rule has begun through Jesus' life and teachings, and then subsequently through the lives of Christians.</p>
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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	
<p>Key RE vocab-A long time ago, past, present, lives, change, message, Church, world, symbols, same, different, believe/beliefs, relationship, celebrate, festivals.</p> <p><u>Content Specific Vocab</u> God, Christians, fair, kind, loving caring, Christmas, Hindu-Mandir,</p>	<p>Key RE Vocab-Timeline, events, questions, reason, promise, choice, unique, connections, blame, responsibility, belonging, forgiveness, teaching, hope, rose, bible, story, traditions, views, compare, right, wrong</p> <p><u>Content Specific Vocab</u> Christians, Jews, God, Father, Jesus, creation, universe, Bethlehem, worship, Advent, Easter, parable, Creation, Incarnation, Torah, Jews, Hindu-Brahman, Aum</p>	<p><u>Key RE Vocab</u>-community, guide, beliefs, practice, explore, account, <u>healing</u>, concepts, links, icon, appreciation, religious, artefacts, wisdom, observe, sensitively, difference, response, cooperation</p> <p><u>Content Specific Vocabulary</u> parable, Creation, Incarnation, Gospel, Salvation 'big story', crucified, Holy week, Moses, Torah, Mount of Sinai, Mitzvot (Jewish laws) Synagogue Hindu-Rama, Sita, Diwali, Lakshmi,</p>	<p>Key RE Vocabulary-Follow, learn, similes, sorry, birth, friendship, guidelines, neighbour, justice, pretend, death, feast, future, damage, sacrifice,</p> <p><u>Content Specific Vocabulary</u> Good Friday, Ten Commandments, People of God, 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</p>	<p>Key RE Vocabulary-Metaphors, obedience, express, benefits, power, nations, extraordinary, hypocrisy, earthly, sin, flesh, restore, punishment</p> <p><u>Specific Content Vocabulary-</u> 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-Brahma, Vishnu, Shiva, Worship</p>	<p>Key RE vocabulary-creation, science, freedom, interpretation, purpose, conflict, slavery, serve, example, challenging, faith, diverse,</p> <p><u>Specific Content vocabulary-</u> Messiah, King, nomads, (Abraham) city dwellers (David) Exodus, Jewish, Qu'ran, scripture, Muslim, Islam, sacred, covenant, Salah (prayer) revelation Hindu-Arti, Puja, Aum, Parusartha</p>	<p>Key RE Vocabulary-Eternal, grace, injustice, debate, transform, controversy, weak, vulnerable, global, favour, victory, census. Plurality, aid, humanists, rescuer, anointed,</p> <p><u>Specific Content Vocabulary-Prophet</u>, omniscient, omnipotent, salt and light, Sermon on the Mount, devil, Eucharist, mass, Pilgrimage, Hagg, Western Wall, Id-Ul-Adha, Hindu-Ganges, holy water, Karma,</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 shows 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 find 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. Indian/Hindu dance workshop	Re-create Shabbat festival in class. Create a festival of lights to place in the corridor to the class room-Diwali celebration	Visit to a synagogue- Brighton Dress up day as Hindu Gods	Muslim speaker from community? Trip to Hindu Temple- Southampton	Trip to a Mosque (Horsham, Portsmouth, Southampton.) 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 way. Create/design a friendly place in the school. Create a prayer to read to younger children.	Visit from Moira to find out what a church leader may get involved in. Make the best-When life gives you lemons- make lemonade! Children to create better things around the school from old! (playground)	Debate on punish or help/forgive. Create acts of kindness coupons to give out to others-e.g. read to them for 10 min, involve them in a game, draw with them etc....	Search the 'What would Jesus do gift shop' Create and make items along this theme based on Jesus actions. Set up a shop and donate proceeds to a fund. E.g. Christian aid, Prison Fellowship or local groups.	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, 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	Re-create last supper Look for types of crosses and where they	Visit to Church Easter Service Easter bonnet parade based on	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,



			school and consider secular/religious	are represented in the local environment.	secular/religious symbols and traditions		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 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.

Picture Packs available to borrow within school.

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