



Whole School RE Planning Revised 19/07/2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS</p> <p>also in continuous and enhanced provision</p>	<p>Religion: Christianity Theme: LAS Unit - Myself</p> <p><i>Introduce people who belong to a religious group</i> <i>recognise and explore feelings</i> Key Vocab Christian Muslim Jew Hindu God PSED Religion: Christianity, Islam, Hinduism, Judaism</p>	<p>Theme: AS Unit - Special people to me Key Question: What makes people special?</p> <p><i>Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.</i></p> <p><i>Recognise and respond appropriately to key figures in their lives</i> Key Vocab Vicar Imam Rabbi Jesus Muhammad God PSED Religion: Christianity, Judaism, Islam</p>	<p>Religion: Christianity UC concept: Salvation (core) Key Question: Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus God Easter Cross</p>	<p>UC concept: Creation (core) Key Question: Why is the word 'God' so important to Christians? Key Vocab Christian God Creation Care Responsibility</p>	<p>Theme: LAS Unit - Our beautiful world</p> <p><i>Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism</i></p> <p><i>Explore and respond to the natural world and recognise there are some questions that are difficult to answer</i> Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful Understanding the World Religion Hinduism, Islam</p>	<p>Theme: LAS Unit - Our books are special</p> <p><i>Introduce stories from religions and important books for members of a religious group</i></p> <p><i>Know that books are important sources of information and should be handled with care and respect</i> Key Vocab Bible Qur'an Torah</p> <p>Literacy Religion: Islam, Judaism</p>



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Years 1 & 2	A	<p>UC concept: Creation (core) Key question: Who made the world? B1, B2 L3, L4a, L4b T1, T2, T3 Religion: Christianity</p>	<p>UC concept: Salvation (core) Key question: Why does Easter matter to Christians? B1, B2 L2, L3, L4a, L4b T1, T3 Religion: Christianity</p>	<p>Theme: LAS Additional - Thankfulness Key question: thankfulness and gratitude Look at harvest and compare the ways that different Christians celebrate Mitzvot, sukkot, covenants B1, B2 L1, L2, L3, L4a, L4b T1, T3 Religion: Christianity, Judaism,</p>		<p>Theme: LAS Compulsory - Being Human Key question: What does the Qur'an say about how Muslims should live their lives and treat others? What do Muslims learn about Allah and their faith through the Qur'an? five pillars, prophets, tawhid, Prophet Muhammad, Qur'an B1, B2 T1, T3 Religion: Islam,</p>	<p>Theme: LAS Compulsory - Life Journey Key question: What do Muslims do to celebrate birth? What does it mean and why does it matter to belong? Compare birth rites between Islam and Christianity B2 L3, L4a, L4b T1, T3 Religion: Islam Christianity</p>
	B	<p>UC concept: God (core) Key question: What do Christians believe God is like? B1, B2 L3, L4a, L4b T1, T3 Religion: Christianity</p>	<p>UC concept: Incarnation (core) Key question: Why does Christmas matter to Christians? B1, B2 L2, L3, L4a, L4b T1, T3 Religion: Christianity</p>	<p>Theme: LAS Compulsory - God Key questions: How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? ? Tawhid, compare Christian creation story with Muslim creation story, Qur'an, Prophet Muhammad B1, B2 T1, T3 Religion: Islam, Christianity</p>	<p>Theme: LAS Compulsory - Community Key question: What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world? Festival Eid ul-Faitr, Qur'an, worship B2 L2, L3, L4a, L4b T1, T3 Religion: Islam</p>	<p>Theme: LAS Additional - Places of worship Key question: Choose three key objects, features or symbols and look at: What they tell us about beliefs about God/humans/the world around them? How they are used in practice - i.e. what impact they have on the community? Torah, Yad, Ner Tamid, prayer mat, qibla, minaret, font, alter, candle B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3 Religion: Christianity, Judaism, Islam,</p>	



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	A	<p>UC concept: Creation/Fall (core) -</p> <p>Key question: What do Christians learn from the creation story?</p> <p>B1, B2 L2, L3, L4a T2, T3</p> <p>Religion: Christianity</p>	<p>UC concept: Salvation (core)</p> <p>Key question: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>B1, B2a L2, L3, L4a, L4b T1, T2, T3</p> <p>Religion: Christianity</p>	<p>Theme: LAS Additional - Big Questions</p> <p>Key question: What does it mean to live a good life? Look at guidelines and laws in various religions and non-religious worldviews Explore whether 'good' means the same thing to everybody via negative, parables, the golden rule, Bible, hesed, The Ten Commandments,</p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p> <p>Religion: Judaism, Christianity</p>	<p>Theme: LAS Additional - Big Questions</p> <p>Key question: Why do we celebrate? What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?</p> <p>Shema, covenant, shabbat, mitzvot, guru</p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p> <p>Religion: Judaism, Sikhism,</p>	<p>Theme: LAS Additional - Pilgrimage</p> <p>Key question: What is a pilgrimage? What does pilgrimage involve? What is the environmental impact of carrying out pilgrimage?</p> <p>Walsingham, Jerusalem, The Canterbury Tales, Kumbh Mela, Hajj</p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p> <p>Religion: Christianity, Judaism, Hinduism, Islam</p>	
	B	<p>UC concept: God/Incarnation (core and digging deeper)</p> <p>Key question: What is the Trinity?</p> <p>B1, B2a L2, L3, L4a, L4b T1, T2, T3</p> <p>Religion: Christianity</p>		<p>Theme: LAS Compulsory - Community</p> <p>Key question: Worship and celebration. Beliefs about creation and natural world How is Hindu and Muslim worship expressed personally and collectively? How does Hindu and Muslim worship and celebration build a sense of community?</p> <p>mandir, Badhan, Diwali, five pillars, mosque, madrassah, Hajj, Umrah, Eid ul-Adha cf big question -why do we celebrate? Eid ul-Fitr</p> <p>B2a L1, L2, L3, L4a T2, T2</p> <p>Religion: Hinduism, Islam</p>	<p>Theme: LAS Compulsory - God</p> <p>Key questions: How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories?</p> <p>Brahman, Trimurti, samsara, atman, moksha, dharma, karma</p> <p>What is the purpose of visual symbols in the mandir? What do the main concepts in Islam reveal about the nature of Allah?</p> <p>What is the purpose of visual symbols in a mosque? tawhid, khalifa, iman, ibadah, five pillars, masjid, shariah, prophets, Qur'an, iftar</p> <p>B1, B2a T2, T3</p> <p>Religion: Hinduism, Islam</p>		



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Years 5 & 6	A	<p>UC concept: Creation (core) Key question: Creation and Science: Conflicting or Complementary? B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3 Religion: Christianity</p>	<p>UC concept: Salvation (core) Key question: What did Jesus do to save human beings? B1, B2a L2, L3, L4a, L4b T1, T2, T3 Religion: Christians</p>	<p>Theme: LAS Compulsory - Being Human (Hinduism) Key questions: <i>How do Hindus reflect their faith in the way they live?</i> <i>What is karma and how does it drive the cycle of samsara?</i> <i>How might a Hindu seek to achieve moksha?</i> <i>How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?</i> atman, samsara, moksha, Brahm,man, dharma, karma, ahimsa, satsang B2a L2, L3 T2, T3 Religion: Hinduism</p>	<p>Theme: LAS Compulsory - Being Human (Islam) Key questions: What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals? The five Pillars of Sunni Islam, B2a L2, L3 T2, T3 Religion: Islam</p>	<p>Theme: LAS Compulsory - Life Journey Key question: How do Hindus and Muslims show they belong? What values does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage B1, B2a, B2b L2, L3, L4a, L4b T1 Religion: Hinduism, Islam, Judasim, Humanism</p>	
	B	<p>UC concept: God (core) Key question: What does it mean if God is loving and holy? B1, B2a L2, L3, L4a T1, T2, T3 Religion: Christianity</p>	<p>UC concept: Incarnation (core) Key question: Was Jesus the Messiah? B1, B2a L2, L3, L4a, L4b T1, T2, T3 Religion: Christianity</p>	<p>UC concept: Gospel Key question: What would Jesus do? B1, B2a, B2b L2, L3, L4a, L4b T1, T2, T3 Religion: Christianity</p>	<p>Theme: LAS Additional Key question: Do you have to believe in God to be good? via negative, dukkha, the three Poisons, the eightfold Path, aethist, agnostic B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3 Religion: Buddhism, Humanism</p>	<p>Theme: LAS Additional -Expressing Beliefs through the Arts Key question: How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3 Religion: Christianity, Judaism, Hinduism, Islam, Budhism</p>	



UNDERSTANDING CHRISTIANITY WHOLE SCHOOL PROGRESSION BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:			
	KS1 OUTCOMES	LKS2 OUTCOMES	UKS2 OUTCOMES
Salvation	<ol style="list-style-type: none"> 1. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. 2. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). 3. Recognise that Jesus gives instructions about how to behave. 4. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. 5. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<ol style="list-style-type: none"> 1. Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. 2. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. 3. Give examples of what the texts studied mean to some Christians. 4. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. 5. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. 6. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<ol style="list-style-type: none"> 1. Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. 2. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. 3. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. 4. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. 5. Show how Christians put their beliefs into practice. 6. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">creation</p>	<ol style="list-style-type: none"> 1. Retell the story of creation from <i>Genesis</i> 1:1-2.3 simply. 2. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. 3. Say what the story tells Christians about God, Creation and the world. 4. Give at least one example of what Christians do to say thank you to God for the Creation. 5. Think, talk and ask questions about living in an amazing world. 	<ol style="list-style-type: none"> 1. Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. 2. Make clear links between <i>Genesis</i> 1 and what Christians believe about God and Creation. 3. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) 4. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. 	<ol style="list-style-type: none"> 1. Outline the importance of Creation on the timeline of the 'big story' of the Bible. 2. Identify what type of text some Christians say <i>Genesis</i> 1 is, and its purpose. 3. Taking account of the context, suggest what <i>Genesis</i> 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. 4. Make clear connections between <i>Genesis</i> 1 and Christian belief about God as Creator. 5. Show understanding of why many Christians find science and faith go together. 6. Identify key ideas arising from their study of <i>Genesis</i> 1 and comment on how far these are helpful or inspiring, justifying their responses. 7. Weigh up how far the <i>Genesis</i> 1 creation narrative is in conflict, or is complementary, with a scientific account.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">incarnation</p>	<ol style="list-style-type: none"> 1. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. 2. Recognise that stories of Jesus' life come from the Gospels. 3. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. 4. Decide what they personally have to be thankful for at Christmas time. 	<ol style="list-style-type: none"> 1. Identify some different types of biblical texts, using technical terms accurately. 2. Explain connections between biblical texts and Christian ideas of God, using theological terms. 3. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. 4. Show how Christians put their beliefs into practice in worship. 5. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 6. Identify some different types of biblical texts, using technical terms accurately. 7. Explain connections between biblical texts and Christian ideas of God, using theological terms. 	<ol style="list-style-type: none"> 1. Explain the place of Incarnation and Messiah within the 'big story' of the Bible. 2. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. 3. Show how Christians put their beliefs about Jesus' 4. Incarnation into practice in different ways in celebrating Christmas. 5. Comment on how the idea that Jesus is the Messiah makes sense in the wider story 7. of the Bible. 8. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

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God	<ol style="list-style-type: none"> 1. Identify what a parable is. 2. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. 3. Give clear, simple accounts of what the story means to Christians. 4. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. 5. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<ol style="list-style-type: none"> 8. Make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on. 9. Show how Christians put their beliefs about God into practice in worship: for example, through confession. 10. Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. 	<ol style="list-style-type: none"> 1. Identify some different types of biblical texts, using technical terms accurately. 2. Explain connections between biblical texts and Christian ideas of God, using theological terms. 3. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. 4. Show how Christians put their beliefs into practice in worship. 5. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
Gospel			<ol style="list-style-type: none"> 1. Identify features of Gospel texts (for example, teachings, parable, narrative). 2. Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. 3. Make clear connections between Gospel texts, 4. Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. 5. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.