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| **RE****Curriculum Coverage** **EYFS – Year A** |
|  |  **Summer Term** |
| **Unit of work** | Stories Jesus told: Why did Jesus tell stories? (4 hours)* explore the stories that Jesus told and know that he told them to teach us about God.
 | Special Times: How do we celebrate special times? (4 hours)Islam Hinduism Judaism Sikhism (2 hours)* develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.
* introduce pupils to the story of Pentecost and God as Holy Spirit.
* begin to develop pupils’ knowledge of the festivals celebrated by people of faith.
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| **Core Learning** | Content to be covered in this unit:Jesus told important stories called parables.These stories can be found in the Bible.Jesus told these stories to teach us about God and how to live our lives.The stories of ……The Good SamaritanThe SowerThe Great FeastThe Lost SheepThe Wise and Foolish BuildersThe Lost Coin | Content to be covered in this unitFestivals and rites of passage.The children’s own experiences of special times.The story and festival of PentecostWorld Faith celebrations |
| **5 Essential Key knowledge** | * Jesus told stories and that they are found in the Bible.
* Jesus told the stories to teach people about God.
 | * Christians celebrate the arrival of the Holy Spirit at Pentecost.
* People of faith have special times of celebration.
* Special times create memories.
* Celebrating special festivals and occasions is important.
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| **Vocabulary** | Jesus, Bible, parable, gospels and God | Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday. |
| **Personal Development- Key Questions** | Compassion Love Faith* Where will you find the stories which Jesus told?
* To whom did he tell these stories?
* What do the stories teach us?
* Why did Jesus tell stories?
 | Thankfulness Love Faith* When are your special times?
* How are special times celebrated?
* What makes particular days special?
* Why does the church celebrate Pentecost?
* Why do people of faith have special celebrations?
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| **Quick Quiz** | Why did Jesus tell Stories? | How do you celebratespecial times? |

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| **RE****Curriculum Coverage** **Year 1/2 – Year A**  |
|  |  **Summer Term**  |
| **Unit of work**  | Baptism: Why is baptism special? (4 hours)How do people of world faiths welcome new babies? Hinduism Islam Sikhism (3 hours)* deepen children’s understanding of what it means to belong through exploring the celebration of baptism
* to explore the ways in which people of faith welcome babies.
 | Ascension and Pentecost: What happened at the Ascension and Pentecost? (4 hours)* begin to develop the children’s knowledge and understanding of these two very significant events.
* give children an opportunity to begin to explore the concept of God as three in one.
* emphasize the importance of these events in the life of Jesus and the Church, then and now.
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| **Prior Learning**  | I am Special: Why are we all different & special?give pupils an understanding that they are unique and special.for pupils to know that Christians believe that they are loved, valued and made by God.for pupils to know that people of faith call God by different names. |  |
| **Christian Concepts****Key Experiences**  | **GOD** – Creation – Fall – People of God – Incarnation – Gospel – **SALVATION** – Kingdom of GodIn this unit pupils will encounter the concept of God through the promises and symbols of baptism. Many Christians believe that the decision to be committed to Christ and be baptised brings salvation. The washing away of sins and beginning a new life in Christ is only possible because of Jesus death and resurrection.The re-enactment of a baptism service.Hearing the Story of Jesus being baptised by John the Baptist.Chattering about the objects in the chatterbox.Exploring the different ways in which people of world faiths celebrate birth and welcome new babies. | God – Creation – Fall – People of God – Incarnation – **GOSPEL** – **SALVATION – KINGDOM OF GOD**Listening to the stories of the Ascension and Pentecost.Exploring the symbolism and power of the Holy Spirit.Looking at pieces of art work that interpret these events. |
| **5 Essential Key knowledge**  | * that Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.
* that water is a symbol of baptism.
* that people can be baptised at any age, in the font at church, in a pool, a river or the sea - Jesus was baptised in the river Jordan by John the Baptist.
* that people of world faiths welcome new babies in special ways.
* that the words of the call to prayer are whispered in the ear of new born Muslim babies.
 | * that 40 days after the resurrection, Jesus ascended into heaven.
* that Christians believe that God is three in one – Father, Son and Holy Spirit.
* the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still
 |
| **Vocabulary** | Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging. | Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity. |
| **Personal Development- Key Questions** | Faith, LoveWhat does it mean to ‘belong?’What is baptism? Why are some people baptised?Why is baptism special?What is a promise? Where is it kept? How is it kept?What makes a person feel they are part of God’s family?How do people of faith welcome new babies?How do people of faith welcome new members?Why are names important? | Faith, Courage, TrustWhy is Ascension a special celebration in the church year?What happened at Pentecost?Why is Pentecost often called the Birthday of the Church?How does it feel when we say goodbye? |
| **Quick Quiz** | Why is water used when someone is baptised?What words do you think should be the first words that a baby hears?Why are there dates and honey in your Chatterbox? | What happened at the Ascension and Pentecost?What do you think Christians believe to be the most important part of the story?What does the Holy Spirit do? |
| **RE****Curriculum Coverage** **Year 3/4– Year A** |
|  |  **Summer Term**  |
| **Unit of work**  | Rules for Living: Which rules should we follow? (6 hours)Does Everybody follow the same rules? Buddhism Islam Sikhism (6 hours)* give pupils an opportunity to consider the value and purpose of rules.
* examine Christian rules for living and the source of these rules.
* encourage pupils to reflect upon their own lifestyle and the influences upon it.
* investigate the rules followed by two/three world faiths and the ways in which these rules influence behaviour and decisions.
 | Proverbs: Is the book of Proverbs still relevant today? (4 hours)* explore a book of the Bible that is often overlooked in favour of stories.
* discuss the value of wisdom and to read about the wisdom of Solomon.
* unpack the meaning of several proverbs and discuss whether or not they are still relevant today.
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| **Prior Learning**  | The Bible: Why is the Bible such a special book?Do people of all world faiths have holy books? Islam Judaism Sikhism widen the children’s understanding of the Bible, its contents, presentation and importance to Christians.begin to develop children’s understanding of holy books in the lives of people of all world faiths. | The Bible: Why is the Bible such a special book?widen the children’s understanding of the Bible, its contents, presentation and importance to Christians.begin to develop children’s understanding of holy books in the lives of people of all world faiths. |
| **Christian Concepts****Key Experiences**  | God – Creation – **FALL– PEOPLE OF GOD**– Incarnation – **GOSPEL** – Salvation – Kingdom of GodTo listen to the story of Moses receiving the 10 Commandments.Discussion about the rules given by God and following those rules.To interview a Christian and ask questions about following the ‘rules’.To investigate rules for living in World Faiths. | God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of GodThe concepts explored are not clearly identifiable and will depend on the proverbs explored and the discussions you have with the pupils. |
| **5 Essential Key knowledge**  | * Christians try to live out the commandments given by God and Jesus.
* The 5 pillars set the Muslim rules for living
* That Sikhs wear the 5 Ks as a sign of their commitment to God
* Buddhists do not believe that there is a God who has given rules – they follow the teachings of Buddha
* That some people choose not to follow any specific set religious rules
 | * Proverbs is in the Old Testament and is a book of wise advice written by Solomon
* Solomon chose wisdom as a gift from God
 |
| **Vocabulary** | Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament, Islam, Muslim, Allah, Fasting, Charity, Ramadan, Eid, Sikh, Langar, Buddhist, Humanist |  |
| **Personal Development-Key Questions** | Justice, Responsibility, Love. ForgivenessWhat are rules?Why do we have rules?Who makes the rules?Who keeps the rules?Is there a difference between rules and laws?Who makes the law?What would happen if there were no rules/laws?Are the ten commandments still as relevant today? Why? Why not?Why did Jesus bring a new commandment?Why do religions have rules? | Wisdom, TruthWhat is a proverb?What is the message of this proverb?Is this proverb still relevant today?What is wisdom? Who gives us wisdom?Who is wise? |
| **Quick Quiz** | Are the 10 commandments still just as important today? Why?I wonder, how do you think Moses felt when Godgave him the 10 commandments? Is it ever OK to break the rules? Why? Why not?Think about what you have discovered about therules in Christianity/Islam/Sikhism/Buddhism. Whatsimilarities are there? What differences are there? If someone was following the rules of Islam/Sikhism/Buddhism how would you know?What would you see or hear that would give you that knowledge?Which do you think are the most important rules that everyone should follow? | Solomon chose wisdom, he could have had anything, do you think he made a good choice? Why?Choose a Proverb that you think highlights a particular Christian value and explain why.Give an explanation of a Proverb you particularly like and say why you agree with it. |
| **RE****Curriculum Coverage** **Year 5/6 – Year A** |
|  |  **Summer term**  |
| **Unit of work**  | Is death an ending or a beginning? (4 weeks)How do people of World Faiths mark of life?Buddhism Hinduism Islam (2 weeks)* give children an opportunity to ask questions, and discuss feelings about loss, death and heaven.
* give children an opportunity to express their ideas and perceptions of loss, death, heaven and eternal life.
* give pupils time to think about and respond to the key questions in a safe, loving environment.
* develop the children’s understanding of Christian hope and the promise of eternal life with God.
* develop pupil’s understanding and knowledge of how people of faith mark the end of life.
* develop pupil’s understanding of Muslim, Hindu and Buddhist beliefs about death and life after death.
* develop understanding of Humanist beliefs about death.
 | Ascension and Pentecost: What is the importance of Ascension and Pentecost to Christians? (4 weeks)* delve deeper into the meaning and impact of the Ascension and Pentecost.
 | Change the world: How can I make a difference? (3 weeks)Hinduism (1 week) * give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place.
* give pupils an opportunity to think about the ways in which they can make a difference and make the world a better place.
 |
| **Prior Learning**  | Rules for Living: Which rules should we follow? Does Everybody follow the same rules? Buddhism Islam Sikhism (6 hours)give pupils an opportunity to consider the value and purpose of rules.examine Christian rules for living and the source of these rules.encourage pupils to reflect upon their own lifestyle and the influences upon it. investigate the rules followed by two/three world faiths and the ways in which these rules influence behaviour and decisions. | Ascension and Pentecost: What happened at the Ascension and Pentecost? begin to develop the children’s knowledge and understanding of these two very significant events.give children an opportunity to begin to explore the concept of God as three in one.emphasize the importance of these events in the life of Jesus and the Church, then and now. |  |
| **Christian Concepts****Key Experiences**  | God – Creation – Fall – People of God – Incarnation – Gospel – **SALVATION** – Kingdom of GodTime to talk about this sensitive subject, then reflect and respond in a positive safe environment.To discuss questions and ideas about heaven. | God – Creation – Fall – People of God – Incarnation – **GOSPEL – SALVATION – KINGDOM OF GOD**Thinking about how it feels personally to be inspired, and their sources of inspiration.To explore briefly the lives of Christians today who have been inspired by the Holy Spirit. | God– Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of GodThe concepts explored in this unit will depend on the questions and discussions generated by the pupils.Connection could be made to Creation and the Fall. God’s love for everyone, and that we are made in the image of God and every person should be loved and valued, could be discussed if refugees or slavery is mentioned. The world is not as God intended originally and humankind is sinful and makes mistakes.Connection will hopefully be made to Jesus teaching (Gospel) and Christian values such as justice, truth, compassion and service.Depending on the age of the pupils and the previous topics they have studied there may be a reference made to the kingdom of God. “thy will be done, thy kingdom come on earth, as it is in heaven.” |
| **5 Essential Key knowledge** | * Christians believe that through the death and resurrection of Jesus they

have the promise of eternal life with God in heaven.* Christians believe that when you die your spirit goes to be with God in

heaven.* Muslims believe that after death there is either paradise or hell. Good

deeds in life enable entry into paradise.* Hindus and Buddhists believe in samsara and reincarnation until enlightenment or freedom from desire is achieved
 | * Ascension and Pentecost are key events in Christianity
* that Christians believe that people’s lives can be transformed by the Holy Spirit
 | * there are people willing to dedicate their lives to changing the world.
* the desire to make the world a better place is shared by members of all six

major world faiths. * justice, compassion, and service are Key Christian values and children should be able to talk about why.
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| **Vocabulary** | Life, death, heaven, eternal life, funeral, reincarnation and hope | Ascension, Pentecost, Trinity, Holy Spirit and inspiration |  |
| **Personal Development- Key Questions** | Hope Peace Faith LoveWhat is death?What does it mean when something or someone dies?Is death an ending or a beginning?What happens when we die? Where do we go?Where is heaven?What is heaven like? | Faith, TrustWhy are these two events so important?What is the impact of these events then and now?In what ways do these events and beliefs make Christianity distinctive?What do Christians believe about the nature and character of the Holy Spirit? | Justice, Hope, ResponsibilityWhat matters most?What matters most to me?If you could change the world, what would you change? Why?Why do changes need to be made?Who is going to make the changes?Can I make a difference?How can I make a difference?How could you change the world?How can the changes be made? |
| **Quick Quiz** | Write three things that Christians believe about death and heaven.What do Christians think heaven will be like?Christians and Hindus-Similarities and DifferenceHindus and Muslims-Similarities and DifferencesHow would a Humanist answer the question,"What happens when you die?" | Why did Jesus have to go back to heaven? Why didn't he just stay?What are the distinctive Christian beliefs connected to Ascension and Pentecost?Using the events of Ascension and Pentecost answer these three questions.Where is God? What is God Like? What does God do? |  |