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| **RE**    **Curriculum Coverage**  **EYFS – Year B** | | | | |
|  | **Autumn Term** | | |
| **Unit of work** | I am Special: Why are we all different & special? (4 hours)  Islam (1 hour)   * 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. | Harvest: Why do people of faith say thank you to God at Harvest time?  (4 hours)   * give pupils an understanding of why Christians say thank you to God at harvest time and talk about him being creator. | Christmas: How do Christians celebrate Jesus’ birthday? (4 hours)  Why do Hindus light candles at Diwali? Hinduism (2 hours)   * explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus’ birth. * explore the story and celebrations of the Hindu festival of Diwali. |
| **Core Learning** | Content to be covered in this unit:  An opportunity for children to think about and discover more about themselves, their likes, dislikes, physical features, abilities etc, including looking at handprints, footprints and fingerprints. Talk about emotions and the experiences related to them. Recognising that each of us is special and different.  Talking about the Christian belief that God is our Heavenly Father and that He makes each one of us different and special, He knows us and loves us.  The importance of our names.  The importance of the names people of faith give to God | Content to be covered in this unit:  Giving thanks to God for His wonderful creation and for the Harvest.  To widen pupils understanding of the world and where food comes from.  To explore the value of being thankful, recognising that we have access to plenty of food in Britain but there are many places and people in the world who do not have enough.  To take some part in a harvest festival celebration in church or school.  To have the opportunity to talk about their favourite foods and to enjoy tasting different food. | Content to be covered in this unit:  Discussing all the different ways in which we celebrate the birthdays of people of all ages.  If possible arrange the visit of a baby to your classroom and/or a collection of baby items.  Talk about the ways in which the children will be celebrating Christmas.  Tell and retell the story of the nativity several times using different storytelling techniques.  Clearly emphasise that for Christians Christmas is a celebration of the birth of Jesus.  Look at the ways in which the local church is going to celebrate Christmas. Invite the vicar/minister and/or a member of the congregation to visit and describe the celebrations.  The story of Anna and Simeon (Luke 2:21-40)  Exploring the Hindu Festival of Diwali |
| **5 Essential Key knowledge** | * Christians believe that they are fearfully and wonderfully made by God. * Christians believe that each one of us is unique, special and loved. * Christians refer to God as the Father, the Son and the Holy Spirit. * Christians believe that Jesus is God’s son. * Muslims have 99 different names for God. | * Christians believe God created the world. * Christians believe that we should say thank you to God at Harvest time. * Christians celebrate the Harvest Festival with a special service in church. | * for Christians Christmas is the celebration of Jesus’ birthday. * Jesus was a very special baby. Christians believe he was the Son of God. * the church celebrates Christmas in special ways. * Diwali is Hindu festival of light celebrated in the Autumn. |
| **Vocabulary** | God, love, father and unique | God, food, creation, harvest, thank you and prayer. | Christmas, Jesus, Bethlehem, Mary, Joseph, shepherds and star |
| **Personal Development-Key Questions** | This unit does not clearly enrich any one particular Christian value. It stresses instead how much God loves and values us and the value of self-worth.   * What are my favourite things? * Why are names important? * Why do Christians believe that all people are special in the eyes of God? * Why do Christians believe that God is their heavenly father? * What are the names that Christians and Muslims give to God? * How do we know that we are special in the eyes of God? | Thankfulness, Responsibility   * Why is it important to say thank you? * Why do Christians say thank you to God at Harvest time? * How do Christians say thank you to God at Harvest time? * Can you think of a way to give thanks to God for his creation and the harvest? * Why is it important to help others? * What are your favourite foods and why do you enjoy them? | Love, Joy, Hope   * What is a birthday? * When is your birthday? * In what ways do you celebrate your birthday? * How do Christians celebrate Jesus’ birthday? * Why was Jesus a special baby? |
| **Quick Quiz** | Why are we all different and special? | Why do people of faith say thank you to God at Harvest time? | How do Christians celebrate Jesus’ birthday?  Why do Hindus light candles at Diwali? |

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| **RE**    **Curriculum Coverage**  **Year 1/2 – Year B** | | | | | |
|  | **Autumn Term** | | | |
| **Unit of work** | The Church: Why is the church a special place for Christians?  (6 hours)  Why are holy buildings important to people of faith? Hinduism Islam Judaism  (4 hours)   * give pupils an understanding of ‘church’ as a holy place and a body of people. * begin developing in pupils an understanding of what happens in church and why. * give pupils an opportunity to begin exploring at least two places of worship from World Faiths, Islam, Hinduism or Judaism. | | | Christmas: Why was the birth of Jesus such good news?  (5 hours)   * explore the story of Christmas from the perspective that it was good news then and now. |
| **Prior Learning** | Special Places: What makes a place Holy?  Creating a special place.  Talking about special places in the children’s own experiences indoors and outdoors.  Visiting the Church and talking about why the Church is a holy place for Christians.  Visiting a Mosque and talking about why the Mosque is a holy place for Muslims.  Looking at pictures of Hindu Temples from around the world.  Discussion about why some people of faith remove their shoes when they enter their holy place. | | | Christmas: How do Christians celebrate Jesus’ birthday? Discussing all the different ways in which we celebrate the birthdays of people of all ages.  If possible arrange the visit of a baby to your classroom and/or a collection of baby items.  Talk about the ways in which the children will be celebrating Christmas.  Tell and retell the story of the nativity several times using different storytelling techniques.  Clearly emphasise that for Christians Christmas is a celebration of the birth of Jesus.  Look at the ways in which the local church is going to celebrate Christmas. Invite the vicar/minister and/or a member of the congregation to visit and describe the celebrations.  The story of Anna and Simeon (Luke 2:21-40)  Exploring the Hindu Festival of Diwali |
| **Christian Concepts**  **Key Experiences** | God – Creation – Fall – **PEOPLE OF GOD** – Incarnation – **GOSPEL** – Salvation – **KINGDOM OF GOD**  Answering the key questions.  To make visits to a Church/Mosque/ Temple/Synagogue.  An opportunity to sense the atmosphere of a special holy place.  **Methodist schools – Year 2 materials from the Religious Education Methodist Resources RE Today can be used with this Unit**[**https://www.methodistschools.org.uk/resource/details/52-religious-education-methodist-resources-re-today-**](https://www.methodistschools.org.uk/resource/details/52-religious-education-methodist-resources-re-today-) | | | God – Creation – Fall – People of God – **INCARNATION** – Gospel – Salvation – Kingdom of God  Sending and receiving good news.  Discussing angels and looking at artwork.  Hearing the stories and considering the answers to the key questions. |
| **5 Essential Key knowledge** | * The church is a special place where Christians meet to worship and pray. * For Christians, the church is a holy blessed space. * People of Jewish faith meet together for worship in a synagogue. * People of Muslim faith meet to pray in a mosque. * People of Hindu faith meet to worship in a mandir/temple. | | | * Christmas is a celebration of the good news. * Angels are the good news bringers. * Christians believe that the good news is that Jesus is the saviour of the world. * Christians believe that the content of the Christmas story is good news. * The good news impacts on the world then and now. |
| **Vocabulary** | church, vicar, minister, pews, font, altar, stained glass, worship, holy, sacred, Mosque, Minaret tower, Temple, shrine, Mandir, Synagogue, Ark. | | | Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem. |
| **Personal Development- Key Questions** | Faith, Respect, Reverence  • What makes a place special?  • Where is your special place?  • What makes a place holy/sacred?  • What do you think makes a Church a special place?  • Why is the church a holy place for Christians?  • Why/when do people go to Church?  • What happens in the Church?  Why do people of faith have special buildings where they gather to worship? | | | Hope Love Faith   * How is good news delivered? * Who passes on good news? * Why was the birth of Jesus good news? * Why is this news so important? * What difference did it make to the world? * How did the good news spread further? * How is this good news told today? * How is this good news celebrated today? * The news is very old, how can it still be good news? * What do angels do? * What do angels look like? |
| **Quick Quiz** | You have explored 3 Bible stories, what did you learn about special or holy places?  List two things you noticed that were the same about places of worship List two things you noticed that were very different about places of worship  Why do some people take off their shoes before they enter the holy space? | | | Why do so many people think this good news is important?  What difference does the good news make to the world?  The news is very old, how can it still be good news? |
| **RE**    **Curriculum Coverage**  **Year 3/4– Year B** | | | | | |
|  | **Autumn Term** | | | |
| **Unit of work** | David and the Psalms:  What values do you consider to be important?  (6 hours)   * explore the Story of David and his strengths and qualities. * to read the Psalms and use them to discover more about the nature of God. * to identify the values that the pupils consider to be particularly important. | | Christmas: Why is Jesus described as the light of the world?  (4 hours)  Why is light an important symbol in World Faiths? Judaism  (2 hours)   * give pupils an understanding of the Christian belief that Jesus is the, ‘Light of the World’. * explore the multi-faceted metaphor of bringing light into people’s lives. | |
| **Prior Learning** | 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. | | Christmas: Why was the birth of Jesus such good news?  Explore the story of Christmas from the perspective that it was good news then and now. | |
| **Christian Concepts**  **Key Experiences** | **GOD –** Creation – Fall – **PEOPLE OF GOD** – Incarnation – Gospel – Salvation – Kingdom of God  To discuss important values.  To read the stories of David and consider the qualities of kingship and friendship.  Exploring the nature of God and creating images to illustrate the Psalms. | | God – Creation – Fall – People of God – **INCARNATION** – Gospel – **SALVATION** – Kingdom of God  Discussing the key questions.  Sitting in a darkened room in candlelight.  Considering how Jesus and the actions of his followers brings light into people’s lives. | |
| **5 Key Essential knowledge** | * Key stories in the life of David. * That David is a key figure in the Old Testament. * That David is a key figure in God’s plan for his people. * Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.) * Some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way. | | * That Christians believe that Jesus is the light of the world. * That the light of Jesus brings hope in dark places. * That Hannukah is a Jewish festival of light. | |
| **Vocabulary** | Samuel, David, Jonathan, Saul, Goliath, inspiration and Psalm. | | Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple. | |
| **Personal Development-**  **Key Questions** | Friendship Responsibility Creativity   * What values do you consider to be important? * Who inspires you? * What are the qualities of a good King? * What is God like? | | Hope. Peace   * Why is Jesus described as the Light of the World? * What does the light do to the dark? * Why is light such a powerful symbol? * Is light a good metaphor for Jesus? * The sun already lights the world so how can Jesus be the light? * In what ways do the actions of Christians show the light of Jesus in the world today? * Why do people of faith light candles? | |
| **Quick Quiz** | Which of the images of God found in the Psalms do you like best? Why? Choose three.  What imagery would a psalmist in the 21st Century use to describe God?  Write down three ideas and explain your choices.  What do the Psalms tell you about what Christians believe about God? | | Think about the Bible stories you have heard during this unit. How does Jesus bring light?  Do you think light is a good metaphor for Jesus? Why?  Why do people of faith often light candles? | |
| **RE**    **Curriculum Coverage**  **Year 5/6 – Year B** | | | | | |
|  | **Autumn term** | | | |
| **Unit of work** | Life as a journey: Is every persons journey the same? (5 weeks)  Why do people of faith make pilgrimages?  Hinduism Islam Judaism Sikhism (5 weeks)  (NB this unit will be split into 2 rites of passage & pilgrimage)   * give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian. * enable pupils to begin to understand the concept of undertaking a religious pilgrimage. | Advent: How do Christians prepare for Christmas?  (5 weeks)   * delve deeper into the themes of the season of Advent. * introduce pupils to the Christian belief that Jesus will return (the second coming). | | |
| **Prior Learning** | Rules for Living: Which rules should we follow?  Does Everybody follow the same rules? 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. | Christmas: Why is Jesus described as the light of the world?  Why is light an important symbol in World Faiths? Judaism   * give pupils an understanding of the Christian belief that Jesus is the, ‘Light of the World’. * explore the multi-faceted metaphor of bringing light into people’s lives. | | |
| **Christian Concepts**  **Key Experiences** | God – Creation – Fall – People of God – Incarnation – **GOSPEL** – **SALVATION – KINGDOM OF GOD**  Watching and discussing the content of Bishop Philip’s films  Creating a map of the children’s journey so far.  Researching places of pilgrimage. | God – Creation – Fall – **PEOPLE OF GOD** – Incarnation – **GOSPEL** – Salvation – **KINGDOM OF GOD**  Discuss in what ways Jesus fulfilled the Old Testament prophesies.  Think about what John’s message would be today.  Talk about the pupils’ hopes and dreams.  Be introduced to the belief that Christ will come again. | | |
| **5 Essential Key**  **knowledge** | * That pilgrimage is a special journey made by people of faith. * That the life journey of people in the Bible influences the behaviour and choices of Christians today. * Being a Christian and following Jesus’ teaching has an impact on a person’s life. * That some Christians are persecuted and a life of faith is a challenge. | * Advent is a time of preparation and the season of hope. * During Advent the church spends time focussing on the promise of Jesus’ return. * Christians believe that Jesus is the promised Messiah, but Jewish people do not. * ifferent denominations within Christianity hold differing beliefs about the importance and status of Mary. the themes of Advent tell the ‘big story’ of God’s salvation plan | | |
| **Vocabulary** | Baptism, Confirmation, pilgrimage, rites of passage and Holy Land | Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary | | |
| **Personal Development- Key Questions** | Perseverance, Trust, Hope   * Life is a journey. Do you agree?  Why? * In what ways can life be compared to a journey? * In what ways does having faith give meaning and purpose to the journey of life? * Is choosing to journey through life as a Christian an easy option?  Why? Why not? * Is every person’s journey the same? Why not? * Why do people go on a pilgrimage? * Does a pilgrimage have to be to a place of worship? | Hope, Faith, Wisdom, Truth   * What is Advent? * When is Advent? * Why is Advent a time of preparation? * What is being prepared for during Advent? * What has this unit taught you about what it means to be a Christian? * What has this unit taught you about Christian beliefs? * Have you learnt anything about yourself from this unit? | | |
| **Quick Quiz** | Life is a journey. Do you agree? Why?  How does having faith give meaning and purpose to the journey of life?  Why is the Holy Land so important to Jews Christians and Muslims? | Why do Christians believe Jesus is the Messiah?  What hopes do you think God has for his people today?  Explain the ways in which Jesus fulfilled the Old Testament prophesies. | | |