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| **RE**    **Curriculum Coverage**  **EYFS – Year B** | | | |
|  | **Spring Term** | |
| **Unit of work** | Special Places: What makes a place Holy?  (4 hours)  Hinduism Islam (2 hours)   * begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. | Easter: Why do Christians believe Easter is all about love?  (5 hours)   * explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus’ death and resurrection. * enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God’s Big Story) |
| **Core Learning** | Content to be covered in this unit:  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. | Content to be covered in this unit:  Stories of ………  Palm Sunday The Last Supper Good Friday Easter Sunday  Discussion of the emotions in the stories and the children’s own experiences related to the events in the stories.  Explore what it means to love and be loved. |
| **5 Essential Key knowledge** | * Christians worship in a church. * Muslims worship in a mosque. * Hindus worship in a temple/mandir. * People consider places to be special for different reasons. * Some people of faith take off their shoes before entering a place of worship. | * Jesus rode into Jerusalem on a donkey on Palm Sunday. * Jesus died on the cross on Good Friday. * Christians believe that Jesus rose on Easter Day and is alive today. * Easter is the most important time of the year for the Church. |
| **Vocabulary** | Church, Mosque, Mandir, Temple, holy | Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified , cross, tomb, risen. |
| **Personal Development** | Creativity, Friendship, Respect, Reverence   * Where is your special place? * Why is it special? * Why is the church a special place for Christians? * Why is the Mosque a special place for Muslims? * When do you visit your special place? * Who goes with you to your special place? * What makes a place a holy place? * Why do some people of faith remove their shoes before entering their place of worship? | Love, Forgiveness   * What is love? * Where is love? * Who do you love? * Who loves you? * How do you/they show that love? * How did Jesus show that he loved us? |
| **Quick Quiz** | What makes a place holy? | Why do Christians believe  Easter is all about love? |

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| **RE**    **Curriculum Coverage**  **Year 1/2 – Year B** | | | | | | |
|  | **Spring Term** | | | | |
| **Unit of work** | Creation: What are your favourite things that God created?  (4 hours)  What do people of Muslim and Hindu faith believe about how God made the world? Hinduism Islam  (2 hours)   * give children the opportunity to develop their perceptions and understanding of God. * provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. * to explore what people of Muslim and Hindu faith believe about how the world was created. | | | Easter: How do Symbols help us understand the Easter story?  (5 hours)   * give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. * extend pupils knowledge of the details of the Easter story. * develop pupils’ understanding of the importance of Easter and the concept of salvation. | |
| **Prior Learning** | God’s Big Story – Creation | | | Easter: Why do Christians believe Easter is all about love?  Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus’ death and resurrection.  Enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God’s Big Story) | |
| **Christian Concepts**  **Key Experiences** | **GOD – CREATION** – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God  Listening to the stories of Creation in Christianity, Hinduism and Islam.  Taking time to look at God’s beautiful creation and discuss the ways in which humans have spoilt it. | | | God – Creation – Fall – People of God – Incarnation – Gospel – **SALVATION** – Kingdom of God  The Symbolism of the Paschal candle.  Look at a variety of crosses from around the world. | |
| **5 Essential Key knowledge** | * Christians, Muslims, and Hindus believe that God created the world. * the creation stories are at the very beginning of the Bible and be able to recall details briefly. * Christians, Muslims, and Hindus believe that people should be taking care of our world. * Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God. | | | * that there are different objects and symbols used to help explain and understand the meaning of Easter. * that the Easter story is central to Christian belief. * why the Easter story is central to Christian belief. * that Christians believe that Jesus died to save humankind and this is part of God’s salvation plan. | |
| **Vocabulary** | God, Creation, Genesis, pollution, world, environment. | | | Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, sacrifice and celebration. | |
| **Personal Development**  **Key Questions** | Creativity, Respect Reverence   * What do people of faith believe about God as creator of the world? * I wonder how God felt when he had made the world * How have the actions of people spoilt the world? * What do you feel about the wonder of creation? * What are your favourite things that God created? | | | Faith Hope Love   * How do symbols help us to understand the meaning of the Easter story? * How does the meaning of (name a particular symbol) help us to understand the Easter story? * Why is Easter the most important festival in the Christian calendar? * What has saving people and rescue got to do with Jesus and Easter? | |
| **Quick Quiz** | What are your favourite things in creation?  Which part of the Bible story about the creation do you like best?  Write a question you would like to ask God about creation.  What do you think creation teaches us about God? | | | Draw 3 objects that symbolise the meaning of Easter.  Why is Easter the most important Christian festival?  I wonder what you think is the most important part of the Easter story? | |
| **RE**    **Curriculum Coverage**  **Year 3/4– Year B** | | | | | | |
|  | **Spring Term** | | | | |
| **Unit of work** | Why do Christians believe Jesus is the Son of God?  (7 hours)  Why do Jewish people believe that the Sabbath/Shabbat is so important? Judaism (2 hours)   * deepen the children’s understanding of Jesus, who he was, his teaching and behaviour. * use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine. * deepen pupil’s knowledge and understanding of why the sabbath , Shabbat, is so important to Jews. * introduce pupil’s to the celebrations and traditions of Jewish Shabbat. | | Easter: A story of betrayal or trust? (5 hours)  What do World Faiths say about forgiveness? Hinduism Islam Judaism Sikhism (1 hour)   * give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. * deepen pupil’s understanding of the concept of salvation. * focus on the significance of the incidents of betrayal and trust in the Easter story. * increase pupil’s knowledge and understanding that forgiveness is a key teaching of all World Faiths and impacts on the lives of believers. | | |
| **Prior Learning** | Jesus: What made Jesus special?  explore Bible stories that reveal Jesus’ power and divine nature.  talk about how and why Jesus was special | | Easter: How do Symbols help us understand the Easter story?  give children an opportunity to reflect upon the miracles of nature and new life during springtime.  for pupils to hear and be able to retell the Easter Story.  make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. | | |
| **Christian Concepts**  **Key Experiences** | God – Creation – Fall – People of God – **INCARNATION –** **GOSPEL – SALVATION** – Kingdom of God  Jesus was born both God and man (incarnation) to teach God’s message (gospel) and to save all people (salvation) so that the relationship with God is repaired.  Exploring Jesus’ power and authority through his words and actions.  Discussing how Jesus’ words and actions connect to Christian beliefs that he is the Son of God.  Exploring the Jewish celebrations of the Sabbath. | | God – Creation – Fall – People of God – Incarnation – Gospel – **SALVATION** – Kingdom of God  Critical analysis of the Easter story, highlighting times of trust and betrayal.  Role play of Peter’s denial and Jesus’ forgiveness.  Looking at artwork depicting the events in the Easter story.  Ask pupils to describe/explain what they could learn from the behaviour of Peter, Judas and the women. | | |
| **5 Essential Key knowledge** | * that Christians believe Jesus is the Son of God. * that Jesus has power and authority over nature, sickness and death. * the stories of people who have campaigned for justice. * that the Jewish holy day is Shabbat | | * that trust and forgiveness are key values in the teaching of World Faiths. * that Christians believe that they can trust Jesus. * that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do. * that the incidents of betrayal and trust in the Easter story are significant. | | |
| **Vocabulary** | Son of God, authority, miracle, Sabbath/Shabbat and Pharisees | | Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem. | | |
| **Personal Development**  **Key Questions** | Justice, Responsibility, Respect, Reverence   * How do we know Jesus had power and authority? * Where did Jesus’ power and authority come from? * How do the actions of Jesus show that he is the Son of God? * How do the actions of Jesus show his divine nature? * How do these stories reveal Jesus to be the Son of God? * What do Christians believe about Jesus and God because of these events? | | Trust, Forgiveness, Hope Reconciliation   * What is trust? * How do we show trust? * Who do we trust? Why? * Why is trust important? * Why did Judas betray Jesus? * What does it mean to betray someone? * How does it feel to be betrayed? * What is forgiveness? * Have you ever forgiven someone? * Have you experienced being forgiven? | | |
| **Quick Quiz** | Why do Christians believe Jesus is the Son of God?  Why do Jewish people believe the Sabbath is important?  Identify 4 stories that a Christian would use as evidence that Jesus is the Son of God?  Identify 3 of Jesus actions that led people to believe that Jesus is the Son of God  How do these events/actions reveal Jesus to be the Son of God? | | A story of betrayal or trust, what do you think?  Why is forgiveness so important to people of all faiths?  Make a list of the qualities that make a person trustworthy.  What can we learn from the behaviour of Judas, Peter, the women and Jesus?  Is Peter's betrayal different to Judas'? Why? | | |
| **RE**    **Curriculum Coverage**  **Year 5/6 – Year B** | | | | | | |
|  | **Spring term** | | | | |
| **Unit of work** | The Exodus: Why is the Exodus such a significant event in Jewish and Christian history? (4 weeks)  Judaism (2 weeks)   * give pupils a greater understanding of the significance of the Exodus and Passover. * introduce pupils to the links between Christianity and Judaism. | Jesus (Easter): Who was Jesus? Who is Jesus? (3 weeks)  Who was Jesus? Buddhism Hinduism Islam Judaism Sikhism (2 weeks)   * allow children the opportunity to stand back and consider ‘Who was Jesus?’ and ‘Who is Jesus?’ from their own point of view and the views of others in the past and today. * increase pupil’s understanding of who Jesus was and is according to the Bible. * investigate who Jesus was according to the followers of major world faiths and those with non-religious world views. | | | The Eucharist: Why do Christians celebrate the Eucharist? (3 weeks)   * identify the links between the Passover meal, Last Supper and Eucharist. * develop pupils’ understanding of the Eucharist and the symbolism connected with it. * develop pupils’ understanding of the importance of the Eucharist and why it is celebrated. |
| **Prior Learning** | Why do Christians believe Jesus is the Son of God?  Why do Jewish people believe that the Sabbath/Shabbat is so important?  deepen the children’s understanding of Jesus, who he was, his teaching and behaviour.  use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine.  deepen pupil’s knowledge and understanding of why the sabbath, Shabbat, is so important to Jews.  introduce pupil’s to the celebrations and traditions of Jewish Shabbat. | Easter: A story of betrayal or trust?  What do World Faiths say about forgiveness? Hinduism Islam Judaism Sikhism  give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.  deepen pupil’s understanding of the concept of salvation.  focus on the significance of the incidents of betrayal and trust in the Easter story.  increase pupil’s knowledge and understanding that forgiveness is a key teaching of all World Faiths and impacts on the lives of believers. | | | Previous learning on Easter:  The Last Supper |
| **Christian Concepts**  **Key Experiences** | God – Creation – Fall – **PEOPLE OF GOD** – Incarnation – Gospel – Salvation – Kingdom of God  Revisiting knowledge of the Exodus story.  Re-enacting a Passover meal.  Discussing the meaning of freedom. | God – Creation – Fall – People of God – **INCARNATION** – Gospel – **SALVATION** – Kingdom of God  Using the Bible to find answers to the key questions.  Answering the question from the point of view of the suggested people in the activities below. | | | God – Creation – Fall – People of God – **INCARNATION** – Gospel – **SALVATION** – Kingdom of God  Speaking with a member of the clergy about the Eucharist.  Considering the ways different denominations celebrate the Eucharist.  Unpacking the deeper meaning of the words used in the Eucharist service. |
| **5 Essential Key knowledge** | * that the Exodus is a significant event in Jewish and Christian history. * that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. * that Christianity is rooted in Judaism and Jesus celebrated the Passover. * that for Jewish people the events of the Exodus and Passover are very   important.   * that Christians remember the Passover and the Last Supper during the Eucharist | * that Christians believe Jesus is the Messiah and that he came to rescue   all people.   * that Muslims believe that Jesus is one of the five greatest messengers   of God.   * that Hindus believe Jesus was a holy man, a wise teacher and a ‘god’. * that many Buddhists refer to Jesus as an ‘enlightened man’. * that Jews believe Jesus was a teacher and a healer but not the Messiah. | | | * that the Eucharist is an important celebration. * that the Eucharist is celebrated by Christians worldwide. * that there is a direct link between the life and words of Jesus and the Eucharist. |
| **Vocabulary** | Moses, Exodus, Israel, freedom, slavery, Seder, Passover. | Messiah, Prince of Peace, Saviour, resurrection, redeemer and servant. | | | Eucharist, Holy Communion, Last Supper, remembrance, holy, sacrifice, mercy, salvation, sacrament and faith. |
| **Personal Development**  **Key Questions** | Justice, Faith, Hope, Peace  Why did God choose Moses?  Why is the Exodus such a significant event in Jewish and Christian history?  What is freedom?  Why is freedom important?  What does it mean to be free?  Why is it important to remember? | Faith Hope Humility  Who was Jesus?  Who is Jesus?  Who did Jesus say he was?  Was Jesus the Messiah?  Why do Christians believe that Jesus was the Messiah?  Who do Muslims say Jesus was?  Who do Jews/Hindus/Buddhists say Jesus was? (See Teachers’ Resources) | | | Faith, Forgiveness  Why do Christians celebrate the Eucharist?  What is the reason for celebrating the Eucharist?  The Eucharist service has several names. Why is this time of worship called the Eucharist/Holy Communion/Mass/The Lord’s Supper?  What questions would you like to ask about the Eucharist/Holy Communion Service? |
| **Quick Quiz** | Why is the Exodus such a significant event in  Jewish and Christian history?Why is it important to remember certain significant events?  Why do Jews remember and celebrate the events of the Passover every year?  When is the Passover remembered by Christians? Why? | Who was Jesus?  Who is Jesus?  What do you think?  Who was/is Jesus?  A Christian would say  A Muslim would say  Why do Christians believe that Jesus was the  Messiah?  Which of the names of Jesus do you like best? Why? | | | Why do Christians celebrate the Eucharist?  What is the connection between the Eucharist and the Passover?  Why do Christians believe that remembering the Last Supper is important?  Highlight two similarities and two differences  between the ways in which Christians celebrate the Eucharist. |