

# R.E Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

## EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
<b>Communication and language</b>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary</p> <p>Understand 'why' questions like: 'Why do you think the caterpillar got so fat?'</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Listening Attention and Understanding</p> <p>Speaking</p>
<b>Personal Social and Emotional</b>	<p>Develop their sense of responsibility and membership of their community</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Increasingly follow rules, understand why they are important</p> <p>Talk about their feeling using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Begin to understand how others might be feeling</p>	<p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p>	<p>Self – regulation</p> <p>Managing self</p> <p>Building relationships</p>
<b>Understand the World</b>	<p>Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of the own life-story and family's history</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories; including figures from the past</p> <p>Understand that some places are special to their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Past and Present</p> <p>People cultures and communities</p>

## Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b> <b>Christianity</b> The Creation Story		<p>Say how it felt to make something.</p> <p>Remember the Christian Creation story and talk about it.</p>		<p>Does God want Christians to look after the world?</p> <p>Does the world belong to God?</p>	<p>Christians believe that God created the world and everything in it</p> <p>Christians believe that God wants people to look after the world as He has created it for them and gave it to</p>	<p>Christians</p> <p>Creation</p> <p>Precious Bible</p> <p>Gold</p> <p>Frankincense</p> <p>Myrrh</p>		<p>Rule of Law - not to damage others' property/graffiti etc.</p> <p>Mutual Respect</p>	<p>Discovery R.E</p> <p>Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc.</p> <p>Pictures (internet): view of earth from space, different natural environments; how</p>

<p>The Christmas Story</p>		<p>Express an opinion about the Christian belief about creation.</p> <p>Talk about a gift that is special to me</p> <p>Remember some of the Christmas story.</p> <p>Suggest a gift I would give to Jesus.</p>		<p>Should people take care of the world?</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>What can I learn from stories from religious traditions?</p> <p>Are symbols better than words at expressing religious beliefs?</p>	<p>people to enjoy and to look after for Him.</p>			<p>Tolerance of those of different faiths and beliefs</p>	<p>people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature). Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.)</p> <p>Gold, Frankincense, Myrrh</p> <p>Collage materials</p> <p>Empty gift-wrapped box/basket</p> <p>Candle</p>
<p><b>Possible Misconceptions:</b></p>									
<p><b>Oracy opportunities for Autumn term</b></p>									
<p><b>Spring</b></p> <p><b>Christianity</b></p> <p>Jesus as a friend</p> <p>Easter – Palm Sunday</p>		<p>Talk about my friends and why I like them.</p> <p>Remember a story about Jesus showing friendship and talk about it.</p> <p>Say how Jesus tried to be a good friend. can talk about a person I admire.</p> <p>Recall parts of the Easter story.</p> <p>Recognise some symbols in the story.</p>		<p>Was it always easy for Jesus to show friendship?</p> <p>What can I learn from religious traditions? Should people follow religious leaders and teachings?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Should people follow religious leaders and teachings?</p> <p>Are symbols better than words at</p>	<p>Christians believe that Jesus is a good friend to them.</p> <p>Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.</p> <p>Christians believe Jesus would have been able to overcome difficulties because he was the Son of God.</p> <p>Christians today still wave palm leaves and celebrate Jesus' arrival</p>	<p>Isolated</p> <p>Unpopular</p> <p>Friendship</p> <p>Preparation</p> <p>Crowd</p> <p>Messiah</p> <p>Palm leaf</p>		<p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E</p> <p>Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10)</p> <p>Ball of wool</p> <p>Crowds in modern Jerusalem (internet): show clips</p> <p>Pictures of palm leaves (internet):</p> <p>Stories: Palm Sunday, Easter Day, Resurrection</p> <p>Candle</p>

		Start to show understanding that Jesus is special to Christians and say why.		expressing religious beliefs?	Christians believe Jesus is the son of God.				
				<b>Possible Misconceptions:</b>					
<b>Oracy opportunities for spring term</b>									
<b>Summer</b>  <b>Judaism</b> Shabbat  Rosh Hashanah and Yom Kippur		<p>Tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>Use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>Start to make a connection between being Jewish and decisions about behaviour.</p> <p>Say how it feels to say sorry and what I have said sorry for.</p> <p>Tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>Choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>		<p>Is Shabbat important to Jewish children?</p> <p>Are religious celebrations important to people?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Are religious celebrations important to people?</p> <p>Are symbols better than words at expressing religious beliefs?</p>	<p>Prayers are an important part of Shabbat.</p> <p>Jewish people believe Shabbat is a time to be with the family and to thank God for everything.</p> <p>At Rosh Hashanah Jews make plans for things they want to achieve in the coming year/ how they want to be/how to be better people, and ask God to help them.</p> <p>The shofar is blown to mark the end of Yom Kippur.</p>	<p>Shabbat</p> <p>Kippah</p> <p>Sabbath</p> <p>Synagogue</p> <p>Forgive</p> <p>Rabbi</p> <p>Shofar</p> <p>Repentance</p> <p>Rosh Hashanah</p> <p>Challah bread</p> <p>Yom Kippur</p>		<p>Rule of Law – Shabbat rules</p> <p>Individual liberty – choice about party</p>	<p>Discovery R.E</p> <p>Shabbat bread</p> <p>Apples and honey</p> <p>Challah bread</p>
<b>Oracy opportunities for summer term</b>									

# Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Christianity</b> What did Jesus teach?  Jesus as a gift from God		Tell you when I have been kind to others even when it was difficult.  Re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.  Say if I think Christians should be kind and give a reason.  Say how I could help solve a problem by showing love.  Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.  Tell you why Christians think God gave Jesus to the world.		Is it possible to be kind to everyone all of the time?  What can I learn from stories from religious traditions?  Should people follow religious leaders and teachings?  Why do Christians believe God gave Jesus to the world?  Is God important to everyone?  <b>Possible Misconceptions:</b>	Christians believe Jesus could be kind to everyone because God was helping Him.  Christians believe Jesus is God on earth.  Christians believe that God sent Jesus to save/help the world.	Wisdom Samaritan Enemy Parable Neighbour Paralysed Advent Commercial Traditional Rescue		Individual liberty  Mutual respect  Tolerance of different faiths and beliefs	Discovery R.E  Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralysed Man (Mark 2) Shoe boxes: one per group Puppets Advent calendars: commercial, Christmas religious scene Props/story bag
<b>Oracy opportunities for Autumn Term</b>									
<b>Spring</b>  <b>Islam</b> Prayer at home  <b>Christianity</b> Easter Resurrection		Explain how it felt to have to stop doing something to reach the target we had set.  Use the right words to describe how Muslims pray and begin to explain why they do this.		Does praying at regular intervals help a Muslim in his/her everyday life?  Who do I believe I am?  Does it feel special to belong?  How important is it to Christians that Jesus	Muslims pray 5 times a day.  Christians believe in Jesus' resurrection as this proves to them that they can also have life after death.  Christians believe Jesus was given to people by God to die	Commitment Posture Allah Qur'an Easter Hot cross bun Crucifixion Resurrection Suffering Tomb Boulder		Rule of Law - Jesus allowed himself to be condemned under the law of His land  Individual Liberty  Mutual respect Tolerance of those of different faiths and beliefs	Discovery R.E  The Qur'an Photos of lost pet/relative (teacher to find)  Pictures of nature through the seasons Items from nature e.g. leaves/buds Easter eggs

		<p>Start to think through how praying 5 times a day might help in some ways more than others.</p> <p>Say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>Recall what Christians believe happened on Easter Sunday.</p> <p>Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>		<p>came back to life after his crucifixion?</p> <p>Is God important to everyone?</p> <p>Are symbols better than words at expressing religious beliefs?</p>	<p>to rescue/save them from suffering because they do wrong things sometimes.</p> <p>Christians believe Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation' (life after death).</p>				<p>Hot cross buns</p> <p>Children's Bible: Easter story, Resurrection appearances (The Walk to Emmaus, Mark 16: 12-13; The beach barbeque, John 21: 1-14)</p>	
				<b>Possible Misconceptions:</b>						
<b>Oracy opportunities for Spring Term</b>										
<b>Summer</b>				<p>Does going to a mosque give Muslims a sense of belonging?</p> <p>Does it feel special to belong?</p> <p>Who do I believe I am?</p> <p>Does completing Hajj make a person a better Muslim?</p> <p>Does it feel special to belong?</p> <p>Is God important to everyone?</p>	<p>Muslims believe that praying together in groups brings greater blessings than praying alone.</p> <p>By completing Hajj, Muslims are showing a commitment to God (Allah).</p> <p>God is really important to Muslims and they are prepared to make lots of effort to show him this.</p> <p>Hajj is one of the 5 pillars and one of the 8 doors to heaven.</p>	<p>Mosque</p> <p>Worship</p> <p>Ummah</p> <p>Prophet</p> <p>Hajj</p> <p>5 pillars</p>		<p>Rule of Law - prayer in the Qur'an/ pillar of Islam, Hajj as a pillar of Islam</p> <p>Individual Liberty</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E</p> <p>Parachute</p> <p>Prayer mat</p> <p>Small suitcase, map</p> <p>greetings card, present, money and ticket</p> <p>Mystery suitcase - Hajj robes, map of Mecca, Qur'an, small stones, water, umbrella, picture of Grand mosque in Makkah</p>	
		<p>Understand how meeting in a certain place could make me feel like I belong.</p> <p>Explain what happens when Muslims pray alone or at the mosque.</p> <p>Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>Tell you about a special journey and why it was special to me.</p> <p>Remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p>		<b>Possible Misconceptions:</b>						
<b>Islam</b>	<b>Community and Belonging</b>									
	<b>Hajj</b>									

		Start to think about the significance of Hajj to a Muslim.						
<b>Oracy opportunities for Summer Term</b>								

## Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Hinduism</b> Diwali  <b>Christianity</b> Christmas		<p>Say three important actions I could take to support a group I belong to.</p> <p>Discuss my understanding of my group's symbol.</p> <p>Describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.</p> <p>Start to say why Diwali might bring a sense of belonging to Hindus.</p> <p>Explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>Start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>Start to tell you what Christmas means to Christians and what it means to me.</p>		<p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>Has Christmas lost its true meaning?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p><b>Possible Misconceptions:</b></p>	<p>Hindus believe that they should try to bring as much good to the world as possible.</p> <p>The goddess Lakshmi is worshipped to bring prosperity.</p> <p>To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people.</p> <p>Christians believe that in Jesus God came to live among humans.</p>	<p>Evil</p> <p>Belonging</p> <p>Celebrate</p> <p>Prosperity</p> <p>Temple</p> <p>Parcel</p> <p>Nativity</p> <p>Carol</p> <p>Shepherd</p> <p>Wise men</p> <p>Incarnation</p>		<p>Rule of Law</p> <p>Individual Liberty</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E</p> <p>Rangoli patterns</p> <p>Diva lamps</p> <p>Puja tray</p> <p>Pictures of Hindu children during Diwali</p> <p>Pass the Parcel</p> <p>Nativity scenes/images</p> <p>Children's Bible: Christmas story</p>
<b>Oracy opportunities for Autumn term</b>									

<p><b>Spring</b></p> <p><b>Christianity</b> Jesus' Miracles</p> <p>Easter - Forgiveness</p>		<p>Talk about some of the things in the world that people think of as miracles and begin to talk about a miracle I would like to see happen today.</p> <p>Explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>Start to say whether I believe Jesus actually healed people or not.</p> <p>Suggest how a person may rescue/help others who are in difficult situations.</p> <p>Start to talk about why Christians believe Jesus' death is important.</p> <p>Start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>		<p>Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>What is 'good' about Good Friday?</p> <p>Should religious people be sad when someone dies?</p> <p>Can the arts help communicate religious beliefs?</p>	<p>Christians believe Jesus is the Incarnation of God.</p> <p>Christians believe it was possible for Jesus to perform miracles.</p> <p>Christians believe God made a beautiful world, but when people started forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better, to save the day, to redeem the situation.</p>	<p>Miracle Medicine Healing Paralysed Symbolise Palm Sunday Maundy Thursday Good Friday Communion Forgive</p>		<p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>'Bear Feels Sick' by Karma Wilson</p> <p>Bible Stories: Blind Man (John 9), Paralysed Man (Mark 2)</p> <p>Easter story</p> <p>Art representations of 'The Last Supper' and 'The Crucifixion': e.g. Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc.</p>
<p><b>Oracy opportunities for spring term</b></p>									
<p><b>Summer</b></p> <p><b>Hinduism</b> Hindu beliefs</p> <p>Prayer and Worship</p>		<p>Explain some of the different roles I play whilst still being me.</p> <p>Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>Explain why water is important.</p> <p>Describe a Hindu ritual that happens at/in the</p>		<p>How can Brahman be everywhere and in everything?</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Do religious people live better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p>	<p>There is one God who Hindus see in many different forms: This God is called Brahman.</p> <p>Hindus believe Brahman is in the water (a life source) helping them to get clean so they can be good people.</p>	<p>Brahman Deities Puja Tri-murti Omnipresent Residents Pilgrims</p>		<p>Rule of Law</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Cube nets</p> <p>A small box containing pictures/models of different Hindu deities</p> <p>Cards explaining the role of each of the Deities</p> <p>Glass of water and salt</p> <p>Range of symbols and artefacts that show commitment. The 5 Ks</p>
<p><b>Possible Misconceptions:</b></p>									

		River Ganges and explain why this is important and significant to the Hindus taking part in it.						
		Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.						
<b>Oracy opportunities for summer term</b>								

## Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Judaism:</b> Beliefs and Practices  <b>Christianity:</b> Christmas		Give examples of agreements and contracts and explain how I would feel if one was broken.  Tell you an affirmation/promise I would like to make. Start to explain what makes Jewish people believe they have a special relationship with God.  Tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.  Design a symbolic object to show the significance of Christmas or the Christmas holiday. Describe one thing a Christian might learn about Jesus from a Christmas symbol.  Ask questions about what Christmas means to Christians and compare		How special is the relationship Jews have with God?  Do sacred texts have to be 'true' to help people understand their religion?  Does participating in worship help people to feel closer to God or their faith community?  What is the most significant part of the nativity story for Christians today?  Do sacred texts have to be 'true' to help people understand their religion?  Can the arts help to communicate religious beliefs?	Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship.  Jewish people believe that God has always kept his promise to look after them.  The angel symbolises that Jesus was not just an ordinary man.  The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone.  The stable continues to represent humble beginnings	Agreement Consequence Covenant Descendants Torah scroll Mezuzah Shema Affirmation Symbol Manger Christingle		Rule of Law – Torah/Covenant  Individual Liberty  Mutual respect  Tolerance of those of different faiths and beliefs	Discovery R.E Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20)  Pictures: Religious scenes Christingle: Secular scenes



		this with what it means to me.		<b>Possible Misconceptions:</b>					
<b>Oracy opportunities for Autumn Term</b>									
<b>Spring</b>  <b>Judaism:</b> Passover  <b>Christianity:</b> Easter		<p>Discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>Describe some of the things Jews do to show respect to God. Start to identify how it would feel to keep Kashrut.</p> <p>Talk about what sort of help I might need to show forgiveness.</p> <p>Describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>Show an understanding of how Christians believe God can help them show forgiveness.</p>		<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Is forgiveness always possible for Christians?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p><b>Possible Misconceptions:</b></p>	<p>Jews respect God's authority and believe they have a special relationship with Him.</p> <p>Jews celebrate Passover to remember when Moses lead the Israelites to freedom.</p> <p>Christians believe Jesus' death was a sacrifice to offer them forgiveness for their 'sins'.</p> <p>Christians believe that Jesus' death took away their 'sins' and offered forgiveness and salvation</p>	<p>Forbidden Kashrut Kosher Passover Seder meal Authority Revenge Sacrifice Salvation</p>		<p>Rule of Law - (kashrut/ UNCRC) Jesus allowed himself to be condemned under the law of his land</p> <p>Individual Liberty – Jesus willingly gave his up</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E Song: 'Food Glorious Food'</p> <p>Biblical story: New Testament - The Lord's Prayer, Love for enemies (Luke 6), Anger (Matthew 18), Revenge (Matthew 5), Unforgiving Servant (Matthew 8), Barabbas (Luke 3)</p>
<b>Oracy opportunities for Spring Term</b>									
<b>Summer</b>  <b>Judaism:</b> Rites of Passage and good works  <b>Christianity:</b> Prayer and Worship		<p>Explain why I think some things need to wait until you are a certain age.</p> <p>Give examples of things I am committed to and explain which ones are more or less important to me.</p> <p>Describe some of the ways that Jews choose to show commitment to God and start to understand that they do this in different ways.</p>		<p>What is the best way for a Jew to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Does participating in worship help people to feel closer to God</p>	<p>Prayer and worship at home and at the synagogue are important ways Jews show commitment to God.</p> <p>John the Baptist was Jesus' cousin.</p> <p>Communion is celebrated towards the end of mass as a reminder of the last meal Jesus had with his disciples.</p>	<p>Ber Mitzvah Bat Mitzvah Rite of passage Ceremony Confess Baptise Vicar Priest Faith Hypocrite</p>		<p>Rule of Law – The Covenant/Torah</p> <p>Individual Liberty</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E Bar/Bat Mitzvah clips</p> <p>Bible stories (New Testament): John the Baptist (Matthew 3) The Eucharist or Holy Communion clips Worship in a Christian church clips Bible stories (New Testament): Love your God (Matthew 22), Lamp under a bowl (Mark 4), Prayer (Matthew 6)</p>

		<p>Express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p>Explain some of the feelings my special place gives me and suggest why that is.</p> <p>Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>Start to understand the impact a Christian's special place has on him/her.</p>		<p>or their faith community?</p> <p>Do people need to go to church to show they are Christians?</p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p>						
				<b>Possible Misconceptions:</b>						
<b>Oracy opportunities for Summer Term</b>										

## Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Sikhism</b> Belief into Action  <b>Christianity</b> Christmas		<p>Identify the different levels of commitment I show to different things and explain these priorities.</p> <p>Make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>		<p>How far would a Sikh go for his/her religion?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Is the Christmas story true?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p>	<p>The five key Sikh beliefs are:</p> <p>God is in everything</p> <p>It is a Sikhs duty to serve others</p> <p>All people should be treated as equals</p> <p>Sikhs should share what they can with others</p> <p>Sikhs should earn their living honestly</p> <p>The purpose of life for a Sikh is to see and speak with god</p> <p>Christians believe God gave Jesus to the Earth to</p>	Meditation Waheguru Khalsa Oppression Self-sacrifice Langar Amritsar Stable Account Version		Rule of Law  Individual Liberty - how much does a Sikh give up  Mutual respect  Tolerance of those of different faiths and beliefs	Discovery R.E Sikhnet and British Library websites: Formation of Kasha Custom-made clips from the Sikh Education Trust on the Discovery RE website 5Ks Picture cards of Sikh artefacts, events and places: Story of the Kalsha, 5Ks, Wedding, Golden Temple, Langar, Amrit Ceremony

		<p>Start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>Start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>Start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>		<p>show people how to lead good lives, forgive them for the things they do wrong and prove to them that there is life after death.</p>				<p>Newspaper and internet articles about the same event</p> <p>Nativity scenes</p> <p>Artwork, Christmas cards, Advent calendars</p> <p>Bible stories (New Testament): The Christmas Story Luke 1 26-28, Luke 2 1-20, Matthew 1 18, Matthew 2 12</p> <p>Task Sheet</p>	
<b>Oracy opportunities for Autumn term</b>									
<p><b>Spring</b></p> <p><b>Sikhism</b> Beliefs and moral values</p> <p><b>Christianity</b> Easter</p>		<p>Explain how some stories can teach people about what is important and how to behave.</p> <p>Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>Start to express my opinion about Jesus'</p>		<p>Are Sikh stories important today?</p> <p>How significant is it for Christians to believe God intended Jesus to die?</p>		<p>Gurdwara</p> <p>Respect</p> <p>Equality</p> <p>Organisation</p> <p>Crisis</p> <p>Treachery</p> <p>Chapatti</p> <p>Evidence</p> <p>Holy Week</p> <p>Betrayal</p> <p>Trial</p> <p>Jealous</p>		<p>Rule of Law - Guru Granth Sahib</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E Hood</p> <p>The Sikh Holy Book - Guru Granth Sahib</p> <p>Bhai Lalo and Malik Bhago</p> <p>Birth of the Khalsa</p> <p>Concept cards: Love, Peace, Equality, God, Belonging, Religion, Friend, Spirituality, Truth, Story, Family and Soul</p> <p>Modroc or clay</p> <p>Custom-made clips from the Sikh Education Trust</p> <p>Story sack props: palm leaf, bread, glass of wine, model donkey, small table, cross, stone</p> <p>Bible story (New Testament): Luke 20-23</p>

		crucifixion being his destiny/purpose.						
<b>Oracy opportunities for spring term</b>								
<b>Summer</b>								
<b>Sikhism</b> Prayer and worship		<p>Show an understanding of why people show commitment in different ways.</p> <p>Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>Start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Show an understanding of why people show commitment in different ways.</p> <p>Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>Explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	<p>What is the best way for a Sikh to show commitment to God?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>What is the best way for a Christian to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p>	<p>Sikhs cover their hair to make them stand out in a crowd of people, they want to be easily recognisable so that everyone knows that help, care and kindness is at hand whenever they need it.</p> <p>The Sikh turban represents love, care, kindness and protection against unkindness.</p> <p>Christians show commitment to God by attending church every Sunday/worshipping God.</p> <p>Christians believe that praying to God shows commitment.</p>	<p>Turban</p> <p>Gurus</p> <p>Vand Ke Chakna</p> <p>Seva</p> <p>Kirat Karnee</p> <p>Akal Takhat</p> <p>Conceitedness</p>		<p>Rule of Law - Guru Granth Sahib, 10 Commandments</p> <p>Individual Liberty</p> <p>☒☒Martin Luther King</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E Clips from the Sikh Education Trust</p> <p>The Sikh Holy Book - Guru Granth Sahib</p> <p>Clips about Sikh weddings</p> <p>‘The Hiding Place’: Book by Corrie Ten-Boom</p> <p>Bible Story (Old Testament): The Ten Commandments</p> <p>Exodus - 20 2-17</p> <p>Bible Story (New Testament): Love thy neighbour as thyself - Letter to the Galatians 5 14</p> <p>Bible Story (New Testament): Holy Spirit - Letter to the Galatians 5 22-26</p>
<b>Oracy opportunities for summer term</b>								

# Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Islam and humanism</b> Beliefs and practices  <b>Christianity</b> Christmas		Show an understanding of why people show commitment in different ways.  Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.  Think of some ways of showing commitment to God that would be better than others for Muslims.  Explain the qualities needed in different people because of the important jobs they are chosen to do.  Make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).  Start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.		What is the best way for a Muslim to show commitment to God?  Do religious people lead better lives?  Do all religious beliefs influence people to behave well towards others?  How significant is it that Mary was Jesus' mother?  Do sacred texts have to be 'true' to help people understand their religion?	Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him  Muslims believe they can worship God anywhere.  For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.	Zakah Donate Sawm Soul Glorifies Engagement Divorce		Rule of Law (5 pillars)  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs	Discovery R.E website  Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14
<b>Oracy opportunities for Autumn Term</b>									
<b>Spring</b>  <b>Christianity and humanism</b> Belief and meaning		Express the feelings I have when I think about situations or things I would like to last forever.		Is anything ever eternal?  Should religious people be sad when someone dies?	Christians believe that because of Jesus' resurrection, Christians will also be able to have life after death (eternal life).	Exchanged Eternity Unconditional Agape Heaven Harvest Oath		Democracy  Rule of Law  Individual Liberty	Christian wedding video (internet) Post-it notes Bible stories (New Testament): Love (Matthew 6:43-47),

<p>Easter</p>		<p>Make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>Reflect on my own beliefs about whether anything is eternal.</p> <p>Explain how the influence people have had on me has affected what I see as important.</p> <p>Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>Give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>		<p>How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p>	<p>Christians believe Jesus made forgiveness possible by His crucifixion.</p> <p>Humanists believe there is no god, there is one life and when it is over that is the end.</p>			<p>Mutual Respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Commandments (Mark12:29-31), The Lost Son (Luke 15:11-32), Healing (Luke 17:11-9), Forgiveness (Luke 23:34), Love (John 3:16) &amp; Letter to Corinthians 13:4- 13), Eternal Life (John 3:16), Walk to Emmans (Mark 16:12-13), Beach Barbeque (John 21:1-14)</p> <p>Bible stories: Love their neighbour (Mark 12:28-31)</p> <p>Christians who are suffering for their beliefs: internet search</p>
<p><b>Oracy opportunities for Spring Term</b></p>									
<p><b>Summer</b></p> <p><b>Islam</b></p> <p>Beliefs and moral values</p>		<p>Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>Explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Give examples of times when I misinterpreted something.</p>		<p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Should religious people be sad when someone dies?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good.</p> <p>The Qur'an makes it clear that Muslims may fight in self-</p>		<p>Judge</p> <p>Weigh up</p> <p>Tier</p> <p>Akirah</p> <p>Jihad</p> <p>Influence</p> <p>Self-defence</p> <p>Aggressors</p>		<p>Democracy - respecting law and leading peaceful lives</p> <p>Rule of Law - Qu'ran</p> <p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E website</p>

		<p>Explain two different Muslim interpretations of Jihad.</p> <p>Recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>		<p>defence but must not start a fight or a war.</p> <p><b>Possible Misconceptions:</b></p>					
<b>Oracy opportunities for Summer Term</b>									