

Astley C.E. Primary School R.E. Curriculum: Long Term Plan

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven,' Matthew 5 V16

Our children and adults *'Let Their Light Shine'*, leading by example and showing others how to be a good citizen within the community. Our vision is to enrich and develop the whole child in the truest likeness that God intended. Love, Respect, Courage and Joy drive our daily actions and thirst for living and learning.

A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Curriculum statement: challenging, accurate and diverse

Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences.

Aims and objectives

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum balance and time: sufficient, appropriate and balanced

In Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives.

Words in Red: There are some theological concepts that underpin these ideas. It is important that we ensure that we are being as theologically accurate as we can be when teaching them. This is particularly true when looking at the Trinity. It is important to note that some denominations within Christian circles differ on their theological understanding of some of these terms, there are also differences within the CofE as to the theological understanding of some of these terms.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ash Odd/Even	<p>F4 Being Special: where do we belong?</p> <p><u>Key Knowledge/Concepts:</u> Understand the terms respect and belonging Understand how people care for and love us. Understand what happens at a baptism and dedication</p> <p><u>Key Skills</u> Retell stories Share own ideas</p>	<p>INCARNATION</p> <p>F2 Why is Christmas Special for Christians?</p> <p>*UC - Why Christians perform Nativity plays at Christmas?</p> <p><u>Key Knowledge/Concepts:</u> Understand that Christians believe Jesus was born at Christmas Begin to understand the word 'incarnation' as God with us.</p> <p><u>Key Skills</u> Retell stories Share own ideas</p>	<p>F6 What times/stories are special and why?</p> <p><u>Key Knowledge/Concepts:</u> Understand religious words Know what the Torah the Bible are Know some simple bible stories</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p>	<p>SALVATION</p> <p>F3 Why is Easter special to Christians?</p> <p>*UC - Why do Christians put a cross in an Easter garden?</p> <p><u>Key Knowledge/Concepts:</u> Understand that Christians believe that Jesus died for their sins at Easter</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p>	<p>GOD/CREATION</p> <p>F1 Why is the word 'God' important to Christians?</p> <p><u>Key Knowledge/Concepts:</u> Understand who Christians believe God is Understand what makes the world a special place.</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p> <p>F5 What places are special to us?</p>	<p>F5 What places are special to us?</p> <p><u>Key Knowledge/Concepts:</u> Understand what is inside a Church Understand what makes places feel safe</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p>
Willow Year 1 and 2 EVEN	<p>I. 8 What makes some places sacred to believers? (C, M)</p> <p><u>Key Knowledge/Concepts:</u> Recognise objects from different religions and understand how they are used in worship. Recognise that some places are special and sacred.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>INCARNATION</p> <p>I. 3 Why does Christmas matter to Christians?</p> <p><u>Key Knowledge/Concepts:</u> Understand that Christians believe that Jesus was God's Son Understand the term incarnation</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>GOSPEL</p> <p>I. 4 What is the 'good news' Christians believe Jesus brings?</p> <p><u>Key Knowledge/Concepts:</u> Recognise that the gospels stories of good news Recognise that the Bible helps show the right way to live.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>SALVATION</p> <p>I. 5 Why does Easter Matter to Christians?</p> <p><u>Key Knowledge/Concepts:</u> Understand the events of Holy Week and Easter Understand the term salvation and its importance to Christians</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>I. 6 Who is a Muslim and how do they live? Part 1.</p> <p><u>Key Knowledge/Concepts:</u> Recognise that there are 99 names for Allah Recognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide them</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	
Willow Years 1 and 2 ODD	<p>CREATION</p> <p>I. 2 Who do Christians say made the world?</p> <p><u>Key Knowledge/Concepts:</u> Understand terms creation and creator Understand the story of creation and that Christians believe God created the world.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>I. 9 How should we care for the world and for others, and why does it matter? (C, J, NR)</p> <p><u>Key Knowledge/Concepts:</u> Understand that people care for the world in different ways. Understand that we need to look after the world in which we live Understand the meaning of Genesis 1</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>I. 7 Who is Jewish and how do they live?</p> <p><u>Key Knowledge/Concepts:</u> Understand the words of the Shema Prayer; how it is used and why it is important to Jews. Understand what happens at a Shabbat/Sukkot</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>		<p>GOD</p> <p>I. 1 What do Christians believe God is like?</p> <p><u>Key Knowledge/Concepts:</u> Understand what a parable is Understand terms 'love' and 'forgive' Understand that Christians believe that God is loving and forgiving.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>I. 10 What does it mean to belong to a faith community?</p> <p><u>Key Knowledge/Concepts:</u> Understand the term community (religious + non-religious). Understand how faith communities show their love.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>



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ELM Year 3 and 4 EVEN	L2. 7 What do Hindus believe God is like? <i>Key Knowledge/Concepts</i> Identify some Hindu deities and say how they help Hindus describe God Understand the term murti and how they support Hindu worship <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	INCARNATION/GOD L2. 3 What is the 'Trinity' and why is it important for Christians? <i>Key Knowledge/Concepts</i> Understand the term <i>Trinity</i> Recognise that Christians believe that God is 3 in 1 - <i>Father, Son and Holy Spirit</i> Understand how knowledge of the Trinity shapes Christian lives <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	L2. 8 What does it mean to be a Hindu in Britain today? <i>Key Knowledge/Concepts</i> Identify the terms <i>dharma, Sanatan Dharma</i> and <i>Hinduism</i> and say what they mean Identify and understand terms such as <i>arti, bhajans</i> and <i>Diwali</i> <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	SALVATION L2. 5 Why do Christians call the day Jesus died 'Good Friday'? <i>Key Knowledge/Concepts</i> Identify and understand the word <i>salvation</i> Understand the importance of <i>Holy Week</i> to Christians Identify and understand the significance of the term ' <i>Good Friday</i> ' <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	KINGDOM OF GOD L2. 6 For Christians, when Jesus left, what was the impact of Pentecost? <i>Key Knowledge/Concepts</i> Identify the term <i>Pentecost</i> Understand the role of the <i>Holy Spirit</i> Understand what Christians believe the <i>Kingdom of God</i> is. <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	L2. 11 How and why do people mark the significant events of life? (C, H, NR) <i>Key Knowledge/Concepts</i> Identify and understand the word <i>commitment</i> Understand how marriage and baptism ceremonies work in religious and non-religious contexts <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live Make comparisons between <i>fait practises</i>
ELM Year 3 and 4 ODD	CREATION/FALL L2. 1 What do Christians learn from the Creation Story? <i>Key Knowledge/Concepts</i> Identify and understand what is meant by ' <i>the fall</i> ' Understand the story of Creation and what Christians believe happened Understand ways in which we look after creation. <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	PEOPLE OF GOD L2. 2 What is it like for someone to follow God? <i>Key Knowledge/Concepts</i> Identify and understand the term <i>covenant</i> Understand the term <i>faith</i> and how it is different from religion <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	GOSPEL L2. 4 What kind of world did Jesus want? <i>Key Knowledge/Concepts</i> Understand the ways in which Jesus wanted the world to be a better place <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	L2. 9 How do festivals and worship show what matters to a Muslim? <i>Key Knowledge/Concepts</i> Identify and understand the term <i>ibadah</i> Identify examples of <i>ibadah</i> in Islam <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	L2. 10 How do festivals and worship show what matters to Jewish people? <i>Key Knowledge/Concepts</i> Identify and understand the terms: <i>sin, forgiveness</i> and God in Jewish terms. Understand key festival of <i>Passover</i> <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live	L2. 12 How and why do people try to make the world a better place? (C, M/J, NR) <i>Key Knowledge/Concepts</i> Understand how charities work to bring about affect change within this world. Understand how people define acts in terms of 'good' and 'evil' <i>Key Skills</i> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live
Oak Year 5 and 6 EVEN	CREATION U2. 2 Creation and science: conflicting or complementary? <i>Key Knowledge/Concepts</i> Scientific and Religious views on the creation of the universe and creation of man. <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	U2. 11 Why do some people believe in God and some people not? (C, NR) <i>Key Knowledge/Concepts</i> Understand the term <i>faith</i> Understand barriers to <i>faith</i> The reasons why people have <i>faith</i> . <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	U2. 8 What does it mean to be a Muslim in Britain today? <i>Key Knowledge/Concepts</i> Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefs <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	SALVATION What difference does the resurrection make for Christians? <i>Key Knowledge/Concepts</i> What is the <i>resurrection</i> and what evidence do we have for it Understand the concept of <i>Christian Hope</i> <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	KINGDOM OF GOD U2. 6 For Christians, what kind of king is Jesus? <i>Key Knowledge/Concepts</i> Understanding of the <i>Kingdom of God</i> . <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	U2. 12 How does faith help people when life gets hard? <i>Key Knowledge/Concepts</i> Religious understanding of suffering, death and bereavement and its links to <i>faith</i> and hope. <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning
Oak Year 5 and 6 ODD	U2. 7 Why do Hindus want to be good? <i>Key Knowledge/Concepts</i> Understand key Hindu Beliefs such as <i>dharma, karma, samsara, moksha</i> , using technical terms accurately <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	INCARNATION U2. 3 Why do Christians believe Jesus was the Messiah? <i>Key Knowledge/Concepts</i> Understand the terms <i>Prophecy, Incarnation and Messiah</i> Understand why Christians call Jesus the Messiah <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	GOSPEL U2. 4 Christians and how to live: What would Jesus do? <i>Key Knowledge/Concepts</i> Understand that there are different ways of interpreting the Bible. Understand that scripture shows us a way to live. <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	U2. 9 Why is the Torah so important to Jewish people? <i>Key Knowledge/Concepts</i> Understand what the Torah is and how it is used Understanding of key Jewish laws and commandment e.g. <i>Kosher law</i> . <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	GOD U2. 1 What does it mean if Christians believe God is holy and loving? <i>Key Knowledge/Concepts</i> Theological understanding of <i>Holy and Loving</i> . Understand how Christians respond to God being <i>Holy and Loving</i> . <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning	U2. 10 What matters most to Humanists and Christians? (C, M/J, NR) <i>Key Knowledge/Concepts</i> Understand the terms 'good' and 'evil' Understand morals and how people develop a moral code. <i>Key Skills</i> Interrogate and weigh up sources of evidence Reflect on evidence and present key findings Understand different points of view Make connections with other learning

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