Subject: R.E

Will be adding more resources from Emmanuel Project ASAP

KS1 - Christianity and Judaism

LKS2 - Christianity and Islam and Hinduism

UKS2 - Christianity and Sikhism and Buddhism

Term	Nursery		
Autumn 1	Justice and Fairness - Explore the rules, routines of settling into a new class. What do religious stories tell us about how to behave? Beliefs and Practices - Celebrations and festivals. How and why do we prepare to celebrate joyous events. Talk about, prepare and taste food for celebrations.		
Autumn 2	Symbols and actions - Christmas as a birthday celebration. Explore how we celebrate Christmas and birthdays.		
Spring 1	Human responsibility and values - Notice and explore change and growth in the world. How do people show care and concern for the natural world? Ultimate Questions - Notice seasonal changes. How can we celebrate the changing of the seasons?		
Spring 2	Sources of wisdom - The Easter story. Use role play, music and puppets to explore religious stories.		
Summer 1	Prayer, worship and reflection - Special places. Where do children go to be still and reflect. Create a special place with the children and use it to experience moments of reflection and create sounds, music and simple word based reflections.		
Summer 2	Identity and belonging - Special people. Which people are special to the children? Why?		

Term	Reception - Christianity		
Autumn 1	Why is the word 'God' so important to Christians? How do other religions celebrate God? Links: CREATION - F1, Diwali, Harvest		
Autumn 2	Why do Christians perform nativity plays at Christmas? Which stories are special and why? Hanukkah Links: INCARNATION - F2, Hanukkah		
Spring 1	Trip to local Church or visit from Church. Layout and meaning of a church. Other places of worship.		
Spring 2	Why do Christians put a cross in an Easter garden? Links: SALVATION - F3 Bible		
Summer 1	Belonging to a family and community. Places of worship.		
Summer 2	Which stories are special and why? Parables and stories that teach us to care for the world. Links: Eid		

Term	Year 1 - Christianity and Judaism		
Autumn 1	What is God like? How do people give thanks to their God? Links: GOD - 1.1. How do Christians, Jews give thanks. Tasting foods and making sukkots.		
Autumn 2	Why does Christmas matter to Christians? How do Jewish people celebrate Hanukkah? Links: INCARNATION - 1.3. Hanukkah festival, discussing/making menorahs and their meaning (Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them).		
Spring 1	Who made the world? Why is Shabbat important in Judaism? Links: CREATION - 1.2. Linking Judaism, shabbat.		
Spring 2	Why does Easter matter to Christians? What do celebration foods and activities teach us about important stories for Jewish people? Links: SALVATION - 1.5. Seder plate discussion, passover exploration		
Summer 1	Why is the Torah important in Judaism? Links: (Sources of Wisdom) Bible		
Summer 2	How do people show their faith? Links: Places of worship, Holy texts.		

Term	Year 2 - Christianity and Judaism			
Autumn 1	What do Christians believe God is like? How do people give thanks to their God? Links: GOD - 1.1 - Digging deeper. How do Christians, Jews give thanks. Focus on charities. Discuss different foods and making/exploring sukkots and their meanings.			
Autumn 2	Why does Christmas matter to Christians? Why do Jewish people celebrate Hanukkah? Links: INCARNATION - 1.3 - Digging deeper. Hanukkah festival, revisiting menorahs and their meaning/story, other traditions for hanukkah.			
Spring 1	Who made the world? Links: CREATION - 1.2 - digging deeper. Links to Shabbat.			
Spring 2	Why does Easter matter to Christians? Why does Passover matter to Jewish people? Links: SALVATION - 1.5 - digging deeper. Tasting seder plate, discussing/revisiting passover			
Summer 1	What is the good news that Jesus brings? Links: GOSPEL - 1.4			
Summer 2	How do people show their faith? Links: Festivals, places of worship, religious teachings, religious people			

Term	Year 3 - Christianity and Hinduism (links to Judaism)		
Autumn 1	What do Christians learn from the Creation story? Links: CREATION & FALL - 2a.1 Islamic creation stories, similarities and differences (revisit link of Christian to Jewish for similarities too)		
Autumn 2	How do Hindus celebrate Diwali? How do Hindus celebrate Pancha Ganapati? Describe, make connections and reflect on how celebrations and key moments in life are marked. Links: Revisit Christmas, Hanukkah make connections.		
Spring 1	What kind of world did Jesus want? Links: GOSPEL - 2a.4, teachings from Bible		
Spring 2	What is the meaning of the Aum symbol? Links: cross symbol		
Summer 1	What is it like to follow God? Links: PEOPLE OF GOD - 2a.2		
Summer 2	What are the meanings of the story of Rama and Sita? Links:		

Term	Year 4 - Christianity and Islam (links to Judaism)		
Autumn 1	What is it like for a Muslim to follow God? Places of worship, name for God, prayers and practices, symbols. Links: Chrisitians and Jews following God connections.		
Autumn 2	What is the Trinity? Links: GOD & INCARNATION - 2a.3, signs and symbols in Christianity and Judaisim. Church.		
Spring 1	What do Muslims celebrate at Eid-ul-Fitr? Links: Ramadam, festivals in Christianity, fasting, advent		
Spring 2	Why do Christians call the day Jesus died 'Good Friday'? Links: SALVATION - 2a.5, Easter story		
Summer 1	How do the five pillars help Muslims express their faith? Links: Ten commandments		
Summer 2	When Jesus left, what was the impact of Pentecost? Links: KINGDOM OF GOD - 2a.6		

Term	ear 5 - Christianity and Sikhism (links to Judaism)	
Autumn 1	What does it mean if God is holy and loving? Links: GOD - 2b.1	
Autumn 2	What is it like for a Sikh to follow God? Places of worship, name for God, prayers and practices, symbols. Links: Christians and Jews following God connections.	

Spring 1	How can following God bring freedom and justice? Links: FALL - 2b.3 and Sihk's 5K's and how they represent being free from vanity etc.	
Spring 2	What did Jesus do to save human beings? Links: SALVATION - 2b.6	
Summer 1	What happens at the gurdwara? Links: Church, places of worship	
Summer 2	What would Jesus do? Links: GOSPEL - 2b.5	

Term	Year 6 - Christianity and Buddhism (links to Judaism)		
Autumn 1	What is one of the main teachings of Buddhism? Links: life is one of suffering, suffering in Old Testament, no belief in God(s)		
Autumn 2	Was Jesus the Messiah? Links: INCARNATION - 2b.4 Judaism, Islam and Buddhism have Messiah beliefs.		
Spring 1	Is it possible for everyone to be happy? Links: the Dharma - search for truth, Christian teachings of making people happy		
Spring 2	What difference does the resurrection make for Christians? Links: SALVATION - 2b.7		
Summer 1	Creation and science: conflicting or complementary? Links: CREATION - 2b.2		
Summer 2	What kind of king is Jesus? Links: KINGDOM OF GOD - 2b.8		

Key areas of learning:

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

Expected learning outcomes for the end of EYFS



By the end of EYFS the religiously and theologically literate pupil should:

Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them.

Expected learning outcomes for the end of key stage 1



By the end of KS1 the religiously and theologically literate pupil should:

Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognizing their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.

Justice and fairness

Consider and discuss questions on matters that are important in the world including choices about what is right and

Beliefs and practices

respectfully sharing the same important values and sense of

Developing religious and theological literacy through religions and worldviews

Throughout these eight areas pupils should develop religious vocabulary to communicate knowledge and understanding of some theological concepts

Sources of wisdom

Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers

Ultimate questions

Respond to a range of challenging "if" and 'why' uestions about making sen of the world, expressing personal reflections

Symbols and actions

Symbols and actions
Explain how a range of beliefs,
symbolic expression and actions
(verbal and non-verbal) can
communicate meaning to
individual followers. Describe
some similarities between
communities

Identity and belonging

Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders

Prayer, worship and reflection

and reflection
Describe why and where
worshippers connect to prayer
and worship. Participate in
periods of stillness and quiet
thought and where appropriate
express personal reflections

By the end of lower KS2 the religiously and theologically literate pupil should:

Developing religious and theological literacy through religions and

Throughout these eight areas pupils should develop religious

vocabulary to communicate knowledge and understanding of

a range of theological concepts

Justice and fairness

Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different

moral choices

and values

can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief

Ultimate questions

Present a range of views and answers to challenging questions about belonging, meaning and truth

Beliefs and practices

Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different

Sources of wisdom

and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

Symbols and actions

Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities

Identity and belonging

Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives

Prayer, worship and reflection

Through enquiry and worshippers' connection to prayer, faith and sacred space

By the end of upper KS2 the religiously and theologically literate pupil should:

Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.

The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections will be made between concepts during units.

