

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	<b>Justice and Fairness</b> - Explore the rules, routines of settling into a new class. What do religious stories tell us about how to behave? <b>Beliefs and Practices</b> - Celebrations and festivals. How and why do we prepare to celebrate joyous events. Talk about, prepare and taste food for celebrations.
Autumn 2	<b>Symbols and actions</b> - Christmas as a birthday celebration. Explore how we celebrate Christmas and birthdays.
Spring 1	<b>Human responsibility and values</b> - Notice and explore change and growth in the world. How do people show care and concern for the natural world? <b>Ultimate Questions</b> - Notice seasonal changes. How can we celebrate the changing of the seasons?
Spring 2	<b>Sources of wisdom</b> - The Easter story. Use role play, music and puppets to explore religious stories.
Summer 1	<b>Prayer, worship and reflection</b> - 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	<b>Identity and belonging</b> - 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? <b>Links: CREATION - F1, Diwali, Harvest</b>
Autumn 2	Why do Christians perform nativity plays at Christmas? Which stories are special and why? Hanukkah <b>Links: INCARNATION - F2, Hanukkah</b>
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? <b>Links: SALVATION - F3 Bible</b>
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. <b>Links: Eid</b>

Term	Year 1 - Christianity and Judaism
Autumn 1	<p>What is God like? How do people give thanks to their God?</p> <p>Links: GOD - 1.1. How do Christians, Jews give thanks. Tasting foods and making sukkots.</p>
Autumn 2	<p>Why does Christmas matter to Christians? How do Jewish people celebrate Hanukkah?</p> <p>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).</p>
Spring 1	<p>Who made the world? Why is Shabbat important in Judaism?</p> <p>Links: CREATION - 1.2. Linking Judaism, shabbat.</p>
Spring 2	<p>Why does Easter matter to Christians? What do celebration foods and activities teach us about important stories for Jewish people?</p> <p>Links: SALVATION - 1.5. Seder plate discussion, passover exploration</p>
Summer 1	<p>Why is the Torah important in Judaism?</p> <p>Links: (Sources of Wisdom) Bible</p>
Summer 2	<p>How do people show their faith?</p> <p>Links: Places of worship, Holy texts.</p>

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

Term	Year 3 - Christianity and Hinduism (links to Judaism)
Autumn 1	What do Christians learn from the Creation story? <a href="#">Links: CREATION &amp; FALL - 2a.1 Islamic creation stories, similarities and differences (revisit link of Christian to Jewish for similarities too)</a>
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. <a href="#">Links: Revisit Christmas, Hanukkah make connections.</a>
Spring 1	What kind of world did Jesus want? <a href="#">Links: GOSPEL - 2a.4, teachings from Bible</a>
Spring 2	What is the meaning of the Aum symbol? <a href="#">Links: cross symbol</a>
Summer 1	What is it like to follow God? <a href="#">Links: PEOPLE OF GOD - 2a.2</a>
Summer 2	What are the meanings of the story of Rama and Sita? <a href="#">Links:</a>

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. <a href="#">Links: Christians and Jews following God connections.</a>
Autumn 2	What is the Trinity? <a href="#">Links: GOD &amp; INCARNATION - 2a.3, signs and symbols in Christianity and Judaism. Church.</a>
Spring 1	What do Muslims celebrate at Eid-ul-Fitr? <a href="#">Links: Ramadam, festivals in Christianity, fasting, advent</a>
Spring 2	Why do Christians call the day Jesus died 'Good Friday'? <a href="#">Links: SALVATION - 2a.5, Easter story</a>
Summer 1	How do the five pillars help Muslims express their faith? <a href="#">Links: Ten commandments</a>
Summer 2	When Jesus left, what was the impact of Pentecost? <a href="#">Links: KINGDOM OF GOD - 2a.6</a>

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

Spring 1	How can following God bring freedom and justice? Links: FALL - 2b.3 and Sikh'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, recognising 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.

## Expected learning outcomes for the end of lower key stage 2



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

Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.



**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.

