

**Whole-school Curriculum subject plan**

**Religious Education**

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|  | **AUTUMN 1** | | **AUTUMN 2** | | **SPRING 1** | **SPRING 2** | **SUMMER 1** | | **SUMMER 2** |
| **YEAR 1** | **CREATION**  **Key Question**: What do Christians believe about God?  **Christianity** | | **INCARNATION**  **Key Question**: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?  **Christianity** | | **JEWS SPEACIAL RELATIONSHIP WITH GOD**  **Key Question**: Who is God to the Jews?  **Judaism** | **SALVATION**  **Key Question**: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  **Christianity** | **SHABBAT**  **Key Question**: Is Shabbat important to Jewish Children?  **Judaism** | | **PRAYER AND WORSHIP**  **Key Question**: Does visiting the Synagogue help Jewish children feel closer to God?  **Judaism** |
| **Component knowledge and skills for Year 1** | * I can say how to take care of things or people (Enquiry 1). * I can say how it felt to take care of something or somebody (Enquiry 1). * I know the Christian Creation Story (Enquiry 1). * I can remember some Christian beliefs about God and talk about them (Enquiry 1). * I am starting to say actions a Christian might take because of their beliefs about God (Enquiry 1). * I can express an opinion about some Christian beliefs about God (Enquiry 1). * I am starting to link Christian beliefs and good actions (Enquiry 1). * I can talk about a gift that is special to me (Enquiry 2). * I am starting to explain how it felt to receive a special gift (Enquiry 2). * I can remember some of the Christmas story  (Enquiry 2). * I am starting to link meaning to parts of the story. E.g. what the gifts said about Jesus  (Enquiry 2). * I can suggest a gift a Christian might give to Jesus (Enquiry 2). * I am starting to explain why Jesus is special to Christians (incarnation) (Enquiry 2). | | | | * I can say what rules I follow in my life (Enquiry 1) * I can explain why agreements are important and why they should be kept (Enquiry 1) * I am starting to think about rules I choose to keep and say why they are important to me (Enquiry 1) * I know the stories of Abraham and the Idols, Abrahams Covenant with God, Moses leading the slaves out of Egypt and Moses and the Ten Commandments. (Enquiry 1) * I can say why Abraham and Moses are important to Jewish people today (Enquiry 1) * I can talk about an agreement Jewish people make with God and begin to explain why this is important (Enquiry 1) * I am starting to say why these covenants might make Jewish people feel they have a special relationship with God (Enquiry 1) * I can talk about a person I admire (Enquiry 3). * I am starting to discuss how I might treat a special person and say why (Enquiry 3 * I can recall parts of the Easter story (e.g. Palm Sunday) and I can recognise some symbols in the story (Enquiry 3). * I can show awareness that Jesus is special to Christians (Enquiry 3). * I am starting to explain why Jesus is special to Christians (Enquiry 3). | | * I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal (Enquiry 2) * I know The Creation Story from Genesis (Enquiry 2) * I can use the right names for things that are special to Jewish people during Shabbat and explain why (Enquiry 2) * I can start to make a connection between being a Jewish child and decisions about behaviour or actions (Enquiry 2) * I can talk about a place that is special to me (Enquiry 3) * I can explain feelings I have when I visit a place that is special to me (Enquiry 3) * I can explain what happens when Jews visit the synagogue for worship and prayer (Enquiry 3) * I am starting to name items at the Synagogue and explain how they are used (Enquiry 3) * I can talk about how Jewish children may feel closer to God if they visit the synagogue (Enquiry 3) * I am starting to explain reasons why a Jewish child might feel closer to God in the synagogue (Enquiry 3) | | |
| **YEAR 2** | **JESUS’S EXAMPLE AS THE SON OF GOD**  **Key Question**: Is it possible to be kind to everyone all of the time?  **Christianity** | | **CHISTMAS- JESUS AS A GIFT FROM GOD (INCARNATION)**  **Key Question**: Why do Christians believe God gave Jesus to the world?  **Christianity** | | **THE 99 NAMES OF ALLAH**  **Key Question**: Who is God to Muslims?  I**slam** | **SALVATION- RESURRECTION OF JESUS AT EASTER**  **Key Question**: How important is it to Christians that Jesus came back to life after His crucifixion?  **Christianity** | **THE PROPHET MUHAMMAD**  **Key Question**: How important is the prophet Mohammad to Muslims?  **Islam** | | **THE QUR’AN- HOLY BOOK**  **Key Question**: How important is the Qur’an to Muslims?  **Islam** |
| **Component knowledge and skills for Year 2** | * I can tell you when I have been kind to others even when it was difficult  (Enquiry 1). * I can remember something Jesus said or did to be kind (Enquiry 1). * I can re-tell a story Jesus told about being kind (e.g. The Good Samaritan or Zacchaeus the Tax Collector) (Enquiry 1). * I can say if I think most Christians think they should be kind and give a reason (Enquiry 1). * I can say how I could help people in the world by showing love (Enquiry 2). * I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God (Enquiry 2). * I am starting to explain how Jesus coming to the world might show Christians how they could love or help people and the world (Enquiry 2). * I can tell you why Christians think God gave Jesus to the world (Enquiry 2). | | | | * I can explain what I believe happens to you when you die (Enquiry 3). * I can recall what Christians believe happened on or after Easter Sunday (Enquiry 3). * I am starting to explain the Christian belief in the resurrection of Jesus and why this might be so important to them (Enquiry 3). * I can suggest what I think happened to Jesus after the tomb was found empty (Enquiry 3). * I can start to explain what Christians might believe about the resurrection of Jesus, and give my own opinion, and to evaluate how important this might be to them (Enquiry 3). * I can tell you how I might show respect for other people (Enquiry 1) * I am starting to explain why the respect Allah is shown by Muslims is the same or different to how I show respect (Enquiry 1) * I can describe some of the attributes (names) of Allah and what these might mean (Enquiry 1) * I am starting to explain the impact of this on the life of a Muslim today (Enquiry 1) * I can explain how Muslims might show respect for these in their daily lives (Enquiry 1). | | * I can say who is special to me and say why (Enquiry 2) * I can identify key facts from the life of Muhammad (Enquiry 2) * I am starting to explain how events might impact on Muslims today (Enquiry 2) * I can say why I have chosen certain facts about Muhammad’s life above others (Enquiry 2) * I am starting to explain how a Muslim might feel about different events (Enquiry 2) * I can give examples of good things I could do in my life (Enquiry 3) * I am starting to use examples from my own life e.g. how a book may have helped me (Enquiry 3) * I know the story of the Night of Power from the Qur’an. (Enquiry 3) * I can explain why a Muslim might think the Qur’an is important (Enquiry 3) * I am starting to explain how Muslim’s actions are influenced by the Qur’an (Enquiry 3) * I can explain how instructions in the Qur’an might impact on the life of a Muslim today (Enquiry 3) | | |
| **YEAR 3** | **PILGRAMAGE**  **Key Question**:  Does visiting the Ganges make a better Sanatani?  **Sanatana Dharma**  **(Hinduism)** | | | **CHRISTMAS (INCARNATION, GOD THE SON)**  **Key Question**: Has Christmas lost its true meaning?  **Christianity** | **INCARNATION, GOD THE SON**  **Key Question**: Could Jesus heal people? Did he perform miracles or is there some other explanation?  **Christianity** | **SALVATION**  **Key Question**: What is ‘good’ about Good Friday?  **Christianity** | **BELIEFS- aspects of one supreme being.**  **Key Question**:  What do some deities tell Sanatanis about God?  **Sanatana Dharma**  **(Hinduism)** | | **BELIEF INTO ACTION**  **Key Question**:  What is the best way for a Sanatani to lead a good life?  **Sanatana Dharma**  **(Hinduism)** |
| **Component knowledge and skills for Year 3** | * I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts  (Enquiry 1). * I can tell you what the nativity story might tell Christians about Jesus (given to the world by God) (Enquiry 1). * I can start to explain that Jesus was God in human form and why God gave him to the world (Enquiry 1). * I can start to tell you what Christmas means to Christians and what it’s true meaning might be to them and to me (Enquiry 1). * I can talk about some of the different way Christmas is celebrated by Christians and non-Christians (Enquiry 1). * I explain why water might be important to me (Enquiry 1) * I know a quote from the Puranas about The Ganges (Enquiry 1) * I can describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part (Enquiry 1) * I am starting to link Sanatani belief in Brahman to rituals performed at the river (Enquiry 1) * I can explain the significance of the Ganges to Sanatanis and how carrying out a ritual there might make a person feel like a better Sanatani (Enquiry 1) | | | | * I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation  (Enquiry 2). * I can retell a story about Jesus healing someone (e.g.: Jesus healing the Leper, Jesus healing the blind man or Jesus healing the paralysed man) (Enquiry 2). * I can explain one Christian viewpoint about one of Jesus’ healing miracles (Enquiry 2). * I can say what I think might have happened in one of Jesus' healing miracles (Enquiry 2). * I can say whether I think Jesus actually healed people or not (Enquiry 2). * I can reflect on what I think might or might not be good about the story of Easter as a rescue (Enquiry 3). * I can say what some of the symbols of Easter represent (cross/bread/wine) (Enquiry3). * I can tell you why Christians might see Jesus' death as important  (Enquiry 3). * I can reflect on the Easter story and explain what might be good about Good Friday to a Christian (Enquiry 3). | | * I can explain how different aspects of my character help others see who I really am (Enquiry 2) * I know the stories of Ganesha, Ganesha's Wisdom and Lakshmi (Enquiry 2) * I can describe different deities and explain why they may be important to Sanatanis (Enquiry 2) * I can explain why or how these deities might tell Sanatanis more about God (Enquiry 2) * I can explain different ways I could lead a good life (Enquiry 3) * I know Chapter 2 Verse 22 from the Bhagavad Gita (Enquiry 3) * I can say how a Sanatani might lead a good life (Enquiry 3) * I can explain why I think some actions might be a better way than others for a Sanatani to lead a good life (Enquiry 3) * I am starting to explain why I think some actions lead to a better life than others (Enquiry 3). | | |
| **YEAR 4** | **BELEIFS AND PRACTICES**  **Key Question**: What is the best way for jews to live a good life?  **Judaism** | **INCARNATION**  **Key Question**: What is the most significant part of the nativity story for Christians today?  **Christianity** | | | **BELIEF INTO ACTION**  **Key Question**:  **How do Jewish beliefs, teachings and stories impact on daily life?**  **Judaism** | **EASTER (SALVATION)**  **Key Question**: Is forgiveness always possible for Christians?  **Christianity** | **SHAVUOT/ FESTIVALS**  **Key Question**:  Does celebrating Shavuot help Jewish children feel closer to god?  **Judaism** | | **PRAYER AND WORSHIP**  **Key Question**: Do people need to go to church to show they are Christians?  **Christianity** |
| **Component knowledge and skills for Year 4** | * I can design a Christmas symbol and say what it means to me (Enquiry 1). * I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me (Enquiry 1). * I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus (Enquiry 1). * I am starting to explain incarnation (Jesus becoming human) (Enquiry 1). * I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus (Enquiry 1). * I am starting to reflect on how I feel about Christian beliefs about Christmas and the incarnation (Enquiry 1). * I can give you examples of things I do to live a good life and explain which ones are more or less important to me (Enquiry 1) * I know the story of Abraham and Isaac (Enquiry 1) * I can describe some of the ways that Jews choose to live a good life and consider that they do this in different ways (Enquiry 1) * I am starting to choose and evaluate actions a Jew might take to lead a good life (Enquiry 1) * I can express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons (Enquiry 1). | | | | * I can say whether I think showing forgiveness might be important (Enquiry 2). * I can recall a Christian story about forgiveness and say what it tells people about how to treat each other (Enquiry 2). * I can describe what a Christian might learn about forgiveness from a Bible text (Enquiry 2). * I can show an understanding of how Christians might believe God can help them show forgiveness  (Enquiry 2). * I am starting to give examples of when Jesus showed forgiveness and explain why I think he asked people to follow this example (Enquiry 2). * I can discuss why I would choose to follow an instruction not to eat certain foods, whom I would listen to and why (Enquiry 2) * I know the story of Moses and the story of Passover. (Enquiry 2) * I can describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life (Enquiry 2) * I can identify how it might feel to keep Kashrut (Enquiry 2) | | * I can discuss my special place, tell you why it is special and how I feel when I am there (Enquiry 3). * I am starting to reflect on a range of special places (Enquiry 3). * I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion (Enquiry 3). * I can understand why a Church may have an impact on a Christian (Enquiry 3). * I am starting to say why the church may or may not be important to Christians (Enquiry 3). * I can talk about my celebrations (Enquiry 3) * I can reflect on celebrations and say why they are special (Enquiry 3) * I know the Sheema Prayer (Enquiry 3) * I can recall the Ten Commandments (Enquiry 3) * I recall the main story of Shavuot and talk about some of the key beliefs and practices (Enquiry 3) * I can reflect on the Shavuot festival and explain how a child may feel when they take part in Shavuot activities (Enquiry 3) * I can explain how some aspects of Shavuot may help a Jewish child feel closer to God (Enquiry 3). | | |
| **YEAR 5** | **BELIEF INTO ACTION**  **Key Question**: How far would a Sikh go for their religion?  **Sikhi** | **CHRISTMAS/**  **INCARNATION**  **Key Question**: Is the Christmas story true?  **Christianity** | | | **BELIEFS AND MORAL VALUES**  **Key Question:**  How are sacred teachings and stories interpreted by Sikhs today?  **Sikhi** | **EASTER / SALVATION**  **Key Question**: How significant is it for Christians to believe that God intended Jesus to die?  **Christianity** | **PRAYER AND WORSHIP**  **Key Question**: What is the best way for a Sikh to show commitment to God?  **Sikhi** | | **BELIEFS AND PRACTICES**  **Key Question**: What is the best way for a Christian to show commitment to God?  **Christianity** |
| **Component knowledge and skills for Year 5** | * I can identify the different amount of effort I show to different things and explain these priorities (Enquiry 1) * I am starting to explain some of the beliefs that are important to me and how I choose to show commitment to them (Enquiry 1) * I can retell the story of the first Baisakhi or Vaisakhi/ The Birth of the Khalsa (Enquiry 3) * I know the Story of the 9th Guru - Guru Tegh Bahadur (Enquiry 3) * I can make links between how Sikhs practise their religion and the beliefs that underpin this (Enquiry 1) * I can consider some of the ways Sikhs choose to behave and the levels of commitment they show (Enquiry 1) * I am starting to express my opinion as to why Sikhs seem to show different levels of commitment and comment on this (Enquiry 1) * I can explain how “true” could mean different things to different people, and how stories can be “true” in different ways (Enquiry 1). * I can describe what a Christian might learn from the Christmas story (Enquiry 1). * I can start to explain the Christian belief that Jesus was the incarnation of God (Enquiry 1). * I can express an opinion on whether the Christmas story is true and what this might mean to Christians  (Enquiry 1). | | | | * I can explain how some stories can teach people about what is important and how to behave (Enquiry 2) * I am starting to give my opinion as to why stories may be important to people today (Enquiry 2) * I know The Story of Bhai Kanaya, The Story of Bhai Lallo Ji and Malik Bhago and The Story of Bibi Bhani (Enquiry 3) * I know the key events in the life of Guru Amar Das (Enquiry 3) * I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story (Enquiry 2) * I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs (Enquiry 2) * I am starting to explain why Sikh stories could be considered important today (Enquiry 2) * I can explain my own definitions of purpose and destiny (Enquiry 2). * I can say how some events in Holy Week tell Christians about Jesus’ purpose/destiny (Enquiry 2). * I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week (Enquiry 2). * I can consider important questions about whether Jesus knew he was going to be crucified (Enquiry 2). * I can start to express an opinion on whether Jesus’ crucifixion was his destiny or purpose (Enquiry 2). | | * I can express why showing commitment to something may be a good thing (Enquiry 3) * I can show an understanding of why people show commitment in different ways (Enquiry 3) * I am starting to explain why one way of showing commitment may not be better than another  (Enquiry 3) * I can 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 (Enquiry 3). * I am starting to explain why it is important to Sikhs to show their commitment to God (Enquiry 3). * I can express what I think about the best way a Sikh could show commitment to God (Enquiry 3) * I am starting to give my opinion on what I think Sikhs should do to show commitment to God and explain why (Enquiry 3) * I can show an understanding of why people show commitment in different ways (Enquiry 3) * I am starting to explain why one way of showing commitment may not be better than another (Enquiry 3). * I can recall key Christian verses: The 10 Commandments and 'Love your neighbour as yourself'. (Enquiry 3). * I can 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 (Enquiry 3). * I can explain why I think some ways of showing commitment to God might be better than others for Christians (Enquiry 3). * I am starting to explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life (Enquiry 3). | | |
| **YEAR 6** | **COMMITMENT**  **Key Question**: What is the best way for a Muslim to show commitment to God?  **Islam**  **z** | **CHRISTMAS/ INCARNATION**  **Key Question**: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?  **Christianity** | | | **BELIEFS AND MEANING/**  **SALVATION**  **Key Question**: Is anything ever eternal?  **Christianity** | **BELIEFS AND MEANING/**  **SALVATION**  **Key Question**: Is Christianity still a strong religion 2000 years after Jesus was on Earth?  **Christianity** | **SACRED WRITINGS**  **Key Question**:  **How is the Qur’an vital to Muslims today?**  **Islam** | **LIFE AFTER DEATH**  **Key Question**: Does belief in Akhirah (life after death) help Muslims lead good lives?  **Islam** | |
| **Component knowledge and skills for Year 6** | * I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not (Enquiry 1). * I can explain why Christmas is important to Christians (Enquiry 1 Alt) * I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born (Enquiry 1). * I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus (Enquiry 1). * I can name a commitment that is important to me and say why it is important (Enquiry 1) * I can explain some of the ways that Muslims might show commitment to God (Enquiry 1) * I am starting to understand that some examples of commitment are more significant to some Muslims than others (Enquiry 1) * I can say which I think is the best way for a Muslim to show commitment to God and say why (Enquiry 1) | | | | * I can explain my own beliefs about whether anything is ever eternal (Enquiry 2) * I can recall some key Christian stories: The Road to Emmaus; The Breakfast on the Beach and the Parable of the Sheep and the Goats (Enquiry 2) * I can make links between different Christian beliefs and their views on whether anything is ever eternal (Enquiry 2) * I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives (Enquiry 2) * I can explain how the influence people have had on me has affected my views (Enquiry 3) * I can describe one way that Christianity seems to be a strong religion today (Enquiry 3) * I am starting to suggest opposing arguments as well (Enquiry 3) * I can give my opinion as to whether Christianity is a strong religion and why I think this (Enquiry 3) | | * I can explain what I have learnt from a text and how I might care for things which are important to me (Enquiry 2) * I know the story of the Night of Power. (Enquiry 2) * I can explain facts about the treatment of the Qur’an and how it was revealed (Enquiry 2) * I am starting to explain why the Qur’an is shown respect by the actions Muslims take (Enquiry 2) * I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today (Enquiry 2) * I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow (Enquiry 3) * I am starting to explain how my beliefs about life after death make a difference to how I see things (Enquiry 3) * I can explain how believing in Akhirah influences Muslims to do their best to lead good lives (Enquiry 3) * I am starting to explain different Muslim interpretations of Jihad and explore their justifications for these (Enquiry 3) * I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims (Enquiry 3) * I can explore my own and other people’s attitudes towards interpretations and recognise and challenge stereotyping (Enquiry 3) | | |