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|  | | **EYFS - Medium Term Planning - RE –Autumn 1** | | |  |
| **Essential Knowledge & End Points**  -To be able to talk about how there are different ways people welcome a new baby.  -To begin to show curiosity and ask questions about birth rites of passage including Christian baptism.  -To show understanding in relation to the world: people, culture and communities by knowing some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been to them in class. | | | **Key Vocabulary**  God creator  creation incarnation  belonging respect all  Baptism welcome  Church of England | | |
|  | **Knowledge** | | | **As theologians, we will...** | |
| **Session 1:** | The children will be taught about how each person is special and be taught why this is, all created by God. They will understand how a school has welcomed each new person for example, afternoons in reception from pre school, new books, pencils, pegs, new teacher, uniform etc. Children will discuss ways they have felt welcomed or ways they could welcome other people to the class/ school. Explore what it means to belong to a family/groups/class/school. | | | Appreciate different ways people may be welcomed and collate our ideas. | |
| **Session 2 and 3:** | Children will be taught how babies are welcomed and draw on their own experiences of how they were welcomed into their own families by bringing in pictures of themselves as babies. They will think about why babies are special and why we welcome babies. They will share ideas and experiences of getting ready for a baby’s birth and welcoming a baby thinking about how they may have visited, given cards, presents, balloons or had a party. They will recall what you may see at a Christian baptism which takes place in a Church of England Church e.g. vicar, card, cross, candle, robe, water, present and then guess how these may be used to welcome a baby. They will understand that religious/non-religious groups may welcome new babies differently. Children will learn that Christians welcome babies in a special way because Christians believe God is the Creator and they are special because God created them. Many other religious/non-religious groups also believe people are special but for different reasons. Christians welcome babies in a special way because Christians believe God is the Creator. | | | Explore by listening to others and asking relevant questions the traditions and key elements of welcoming babies and baptism in Christianity and other religions. These responses about will be collated and recorded as evidence. | |
| **Session 4:** | The children will be taught that the Harvest Festival is when we celebrate the food we have and have grown on land. Farmers have spent time growing the crops for us and Harvest is a time when we show gratitude to for this. They will look at the different food we associate with Harvest and understand that this festival for Christians is about showing compassion and kindness to others. | | | Appreciate what Harvest is about and attend a short service about Harvest led by the local vicar. | |

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|  | | **EYFS - Medium Term Planning - RE –Autumn 2** | | |  |
| **Essential Knowledge & End Points**  -To learn key elements of the Christmas story.  -To identify reasons why Christians perform nativity plays at Christmas.  -To understand Jesus is a special kind of king to Christians. | | | **Key Vocabulary**  Christmas  Incarnation  Bible  Gospels  nativity | | |
|  | **Knowledge** | | | **As theologians, we will...** | |
| **Session 1:** | The children will be taught that the Bible is a special book for Christians and that it contains many stories about God and Jesus. They will have a copy of a Bible to look at and understand that Christians use the Bible as part of their regular worship, it is to many their holy book. They will understand that the Christmas story came from the Bible featured in the gospels. Many Christians believe Jesus is special and they will understand why they think he might be special. | | | Look at a Bible and listen to the Christmas story. | |
| **Session 2, 3 and 4:** | Children will learn the key elements of the Christmas story e.g. Jesus came to earth and was born in a stable; his parents were Mary and Joseph; an angel appeared to tell Mary that she would have a special baby called Jesus. The children will be able to sequence the main events. They will understand why we perform nativity plays and understand the roles of the characters in the story. | | | Respect the key events of the Christmas story by sequencing these, exploring the characters in the story and then recall these when practicing and performing their nativity play. | |
| **Session 5:** | Children will learn about the message behind the Christmas story that it helps Christians celebrate Jesus coming to earth, that he is regarded as a special kind of King to many Christians, is the son of God and that God was a heavenly father. | | | Appreciate the importance of the Christmas Story and gather responses as to why this has been and still is special to many Christians. | |

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|  | | **EYFS - Medium Term Planning - RE –Spring 1** | | |  |
| **Essential Knowledge & End Points**  -To have a simple understanding of what God is like for many people.  -To be able to talk about some believe in God some do not.  -To learn key elements of a Bible story with God in.  -To identify what Christians believe God is like.  -To understand God is like a shepherd who goes after those who are lost. | | | **Key Vocabulary**  God  Holy book  Belief  Rescue  Allah  Brahman  Shepherd  lost | | |
|  | **Knowledge** | | | **As theologians, we will...** | |
| **Session 1:** | Children to be taught that some people believe in God, some do not. Children to look at simple names of God from different religions. Christians believe God is like a shepherd who looks after his sheep and goes after people who are lost to rescue them. Children to think about the different ways people describe God? | | | Explore the word God. | |
| **Session 2:** | Children to be taught that God may be described as King, Creator etc. King: Children to look at a picture of a king or the queen and discuss what do they do, what makes a good leader, how are they treated? Etc. If the King of England came to school, what would we do? Children to look at how the Bible describes God as a King and what it means to be King over all the earth. | | | Appreciate the role of a King through role play. | |
| **Session 3:** | Children to understand that the Bible tells stories about God and Jesus e.g. Lost sheep, Lost Coin. Christians believe God is like a king, a shepherd and a father. Children will listen to various bible stories e.g. David & Goliath: 1 Samuel 16:16-17; God as Shepherd: Psalm 23:1-2. Jesus’ Teaching: Parables of Lost Sheep and Lost Coin Luke 15:1-7; 8-10 | | | Explore these stories through role play thinking about how God is described in each. | |
| **Session 4:** | God is King over on the earth. Think about symbols that would you show as God as a King? What words would describe God as a King. Christians believe that God is King. This has an impact on how they live their lives. Link in with following God’s rules in life. Explain stories in the Bible are about God and are special to Christians. Use and explore the word holy. Recognise more than one type of Bible. Identify Christians treat the Bible as their holy /special book. Explain that the Bible tells Christian’s stories about God, Jesus’ life and the lives of others e.g. David & Goliath. | | | Appreciate that God is King and draw pictures that indicate this. | |

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|  | | **EYFS - Medium Term Planning - RE –Spring 2** | | |  |
| **Essential Knowledge & End Points**  -To talk about how Christians celebrate.  -To discuss how I celebrate a special event. | | | **Key Vocabulary**  Resurrection  Easter  Good Friday  Jesus  New life | | |
|  | **Knowledge** | | | **As theologians, we will...** | |
| **Session 1:** | Children will understand what it means to be belong in a group. They will be able to name some of the groups that they belong to. They will know and explore objects that relate to Easter. | | | Explore groups children may belong to and why they belong to these. | |
| **Session 2:** | Children will know the main parts of the Easter story. They will know why it is important to Christians. They will know that Christians believe that Jesus came back to life. | | | Explore the Easter story. Recall simple details and ask relevant questions about the Easter Story. | |
| **Session 3:** | Children will know and identify signs of new life and be able to talk about them. | | | Explore the idea of new life. Share thoughts on how Jesus’ friends felt when he died and when they saw him alive again. | |
| **Session 4:** | Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians. | | | Attend and participate in an Easter Service in our local church. | |

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|  | | **EYFS - Medium Term Planning - RE –Summer 1** | | |  |
| **Essential Knowledge & End Points**  -To understand that the church is a special place to Christians where they pray worship sing listen and read the Bible.  -To be able to talk about some things Christians do in church.  -To understand the Bible is a sacred and a holy book to Christians.  -To explain different features of a church building.  -To understand there are other special buildings used to worships in. | | | **Key Vocabulary**  Church  Mandir  Gurdwara  Synagogue  Bible | | |
|  | **Knowledge** | | | **As**  **theologians, we will...** | |
| **Session 1:** | The church is special place to Christians. In church, Christians worship, pray, sing, listen and read the Bible. | | | Understand that Christians have special places of worship. | |
| **Session 2 and 3:** | Places of worship for Christians may be all different. In other parts of the world, Christians may attend Church outside. | | | Appreciate and respect that places of worship for Christians differ nationally and globally. | |
| **Session 4:** | Children will learn about the different features inside a church. For example, pews, alter, stained glass window, font, lectern and candles. | | | Talk about the importance of being respectful whilst visiting a place of worship. | |
| **Session 5:** | Know that the Bible is a special book which is considered holy or sacred. | | | Appreciate the importance of the Bible for Christians. | |

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|  | | **EYFS - Medium Term Planning - RE –Summer 2** | | |  |
| **Essential Knowledge & End Points**  -To explain the Christian, Jewish and Muslim view of creation.  -To understand that the world is not treated well and we are meant to look after it.  -To understand that the God made the world, so it’s important to Christians to say thank you.  -To be able to explain that God made the world so Christians, Jews and Muslims should look after it. | | | | **Key Vocabulary**  Creation  Muslim  Jew  God  Christian | |
|  | **Knowledge** | | **As theologians, we will...** | | |
| **Session 1:** | The children will learn about the creation story and understand that many Christians believe that God made the world. | | Appreciate the world is God’s creation and explore this through art, photographs and sculpture. | | |
| **Session 2:** | The children will know the different between man-made and natural objects. They will be able to identify different things Christians believe God made using the creation story. | | Reflect on why people see God as the creator. | | |
| **Session 3:** | The children will understand that God rested on the 7th day and know that this is why some Christians go to church on a Sunday. | | Appreciate the importance of the Sabbath day. | | |
| **Session 4:** | The children will be taught that some people believe that our world is not being looked after and explore how we think the world is being spoilt. | | Respect the planet that we live on. | | |
| **Session 5:** | The children will learn about who should look after the world and how can we look after the world. | | Reflect on what is good about the world and what is not so good about the world. | | |
| **Session 6:** | Church Visit- learn about how Harvest is celebrated by our local Church community. | | Participate in the Harvest celebration at Church. | | |

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|  | | **Year 1 - Medium Term Planning - RE - Autumn 1** | | | |  |
| **Prior Learning Links**  **Harvest Festival re-cap in Reception** | | | **Essential Knowledge & End Points**  -To be able to talk about how some believe in God.  To recall/retell a Bible/Torah story that describes God.  -To be able to identify how Christians & Jews & others believe God is the  creator.  -To explain Christians hold harvest festivals to say thank you to God for creation.  -To explain why Jews rest on the 7th day and call it Shabbat. | | **Key Vocabulary**  God  creation  Holy book  Torah  Bible  Shabbat  Sabbath  Harvest  Judaism  Jew  King | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will learn that The Bible says that God is like a King, creator, Father Shepherd. | | | Appreciate and explore what we think God looks like. | | |
| **Session 2:** | Children will learn the story of Creation and that some Christians and Jews believe that God created the world in 7 days. They will understand that Creation demonstrates God’s love to Jews & Christians. | | | Explore our opinions on the best bits of God’s creation and discuss why God made the world so beautiful. | | |
| **Session 3:** | Children will know that some Christian and Jews believe that God had a rest on the 7th day of Creation. | | | Understand what a rest is, why rest is important and explain how we choose to rest. | | |
| **Session 4:** | Children will learn that some religious Jews have a very special resting day because they believe God told them to rest, it is called Shabbat. They will know that Shabbat is an important meal for some Jews and that many light candles, many older members of the family bless the younger ones, and they often stop working and enjoy being together. | | | Respect that and understand how Shabbat is celebrated by some Jews and how special objects are used during this. | | |
| **Session 5:** | Children will learn that lots of people around the world celebrate Harvest. Harvest is a festival for thankfulness and giving. | | | Appreciate Harvest by creating artwork and learning Harvest songs. | | |
| **Session 6:** | The children will visit our local Church and learn about how Harvest is celebrated by our local Church community. | | | Participate in Harvest celebrations at Church. | | |

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|  | | **Year 1 - Medium Term Planning - RE - Autumn 2** | | | | |  | |
| **Prior Learning Links**  **The Christmas Story and Nativity from Reception** | | | **Essential Knowledge & End Points**  -To recall the main events from 3 aspects of the Christmas Bible story linking these stories with Christianity.  -To talk about who Christians say Jesus is e.g. called the Son of God; God made man.  -To begin to show curiosity and ask questions about the Christmas story. | | | **Key Vocabulary**  Christmas  Christian  Saviour  Angel  Magi  Christingle | | |
|  | **Knowledge** | | | | **As theologians, we will...** | | | |
| **Session 1:** | The children will learn that t in the Christmas Story some people believe that Angel appeared to Mary. They will understand that Mary was his mother and he would be called the Son of God. | | | | Identify the order of the Christmas Story and appreciate how Mary felt when the Angel appeared to her. | | | |
| **Session 2:** | The children will understand that there is part of the Christmas story that had people in it who were afraid (the shepherds outside on the hills on a dark starry night) However, the shepherds received good news that night. The children will learn that Jesus’coming was good news. | | | | Understand how the shepherds may have felt and raise relevant questions. | | | |
| **Session 3:** | The children will learn that the wise men wanted to find Jesus and understand that King Herod did not like Jesus being a new King. They will learn that the wise men brought three gifts of gold, frankincense and myrrh. | | | | Explore how the Kings knew how to find Jesus and discuss how they felt about finding Jesus. | | | |
| **Session 4:** | A member of the Church community will visit the class to discuss Christmas. | | | | Explore what Christmas means to Christians by raising relevant questions. | | | |
| **Session 5:** | The children will use their knowledge of the Christmas Story to be part of the KS1 Christmas Production. | | | | Participate in the Christmas Ks1 Production. | | | |
| **Session 6:** | The children will use their knowledge of the Christmas Story to be part of the KS1 Christmas Production. | | | | Participate in the Christmas Ks1 Production. | | | |
|  | | **Year 1 - Medium Term Planning - RE - Spring 1** | | | | | |  |
| **Prior Learning Links** | | | **Essential Knowledge & End Points**  -To talk about what it means to do right & do wrong.  - To explain how we know what to do  -To suggest what it means for a person to make a choice.  -To offer ways to look after God’s creation | | | **Key Vocabulary**  Right  Wrong  Lie Truth  Holy book  God Allah | | |
|  | **Knowledge** | | | **As theologians, we will...** | | | | |
| **Session 1:** | The children will learn what being right and being wrong means by using examples e.g. being right is following a school rule, being wrong is hurting someone on purpose. They will understand when someone behaves wrongly it might make others feel sad. | | | Respect whether things are right or wrong and how people could behave differently. | | | | |
| **Session 2:** | Pupils to know that some statements can be a lie and some statements can be the truth e.g. I am 75, Today is Monday, We come to school on Sundays etc. | | | Identify from a variety of pictures which are lies and which are the truths. | | | | |
| **Session 3:** | Children to discuss how do we decide if lying is ok? Explain about it’s about making good and bad choices and thinking about how they affect us and the people around us. Explain that different people can help us make the right choices e.g. teachers, parents, friends, school rules, God, holy books. | | | Discuss if lying is ok through role play scenarios and discuss the repercussions if lies are told. | | | | |
| **Session 4:** | Look at the following: Exodus 20:16 You shall not lie against your neighbour. Proverbs 14:2 Be honest and you show that you have care & respect for God; be dishonest and you show that you do not.  Children will understand that in the Islamic faith no one can ever get away with lying; in the end to Allah it will be clear who was truthful and who was not. [Quran, 29:3]Think about the following in relation to Buddhism ‘I will act towards others exactly as I would act towards myself.’ Humanist: ‘Do not treat others in a way you would not like to be treated yourself.’ | | | Appreciate different religious views on lying (Humanist, Islam, and Buddhist). | | | | |
| **Session 5:** | Visitor from the local church community to share their views on right/wrong/truth/lies. Who helps them to decide what is right and wrong? | | | Raise questions to the church member to find out how they know what is right/wrong. | | | | |
| **Session 6:** | Children to learn that it isn’t clear what the right thing is to do e.g. keeping Mum’s birthday present a secret and if asked not saying someone is fat in order not to hurt them. Revisit the quotes from the previous week, link to what would a Jew, Christian, Muslim, Buddhist, or Humanist say about this type of lie? | | | Explore why it’s wrong/ right to lie. | | | | |

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|  | | **Year 1 - Medium Term Planning - RE - Spring 2** | | | |  |
| **Prior Learning Links**  **Re-calling the Easter Story from Reception.** | | | **Essential Knowledge & End Points**  -To be able to retell the Easter story.  -To describe what happened when Jesus went to Jerusalem.  -To explore modern Easter customs. | | **Key Vocabulary**  Church  Palm Sunday  Sacrifice  Communion  Eucharist  Cross  Easter  prophesy | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to raise relevant questions about special events that the children may have been to. Ask about feeling at special event. Re-cap knowledge of the Easter story of Jesus. Children to learn about Palm Sunday. | | | Explore pictures of Palm Sunday processions, discuss who is in the pictures and guess what might be happening.  Explore the story through drama by making palm leaves and re-enacting the idea of a king arriving in the city. | | |
| **Session 2:** | Re-visit the story of Easter and Palm Sunday from the previous week. | | | Appreciate by using freeze frames how characters feel and think. Record questions that arise from the story on palm leaves and discuss what might happen next. | | |
| **Session 3:** | Children to raise questions about foods that are used at celebrations, what do they represent? Explain that food can be used as a symbol. Children to learn about the Last Supper as the next part of the Easter story. To know that bread and wine were symbols Jesus wanted people to remember him by after he had died | | | Explore pictures of the Last Supper and ask questions… how? Where? Why?  Discuss what did Jesus ask his disciples to do in remembrance of him and why he might have done this? | | |
| **Session 4:** | Children to learn that the cross is a very important symbol to Christians as it reminds them of a sad day when Jesus died and a happy day when Jesus came to life again called resurrection. Re-cap the Easter Story. Children to understand that there are three crosses - one cross is for Jesus and the other two are for the robbers who died. | | | Appreciate that the Christian cross represents different emotions. | | |
| **Session 5:** | Children to learn about the Easter story and be able to recall 5 key events. | | | Identify the five key events that happened during Jesus’ last week on earth. | | |
| **Session 6:** | Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians. | | | Attend and participate in an Easter Service in our local church | | |

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|  | | **Year 1 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**    **In EYFS, the children visited the local church. They learnt about the key features e.g. stain glass windows, font, pews.** | | | **Essential Knowledge & End Points**  -To explain what belonging means and how this can relate to religious beliefs.  -To describe the key features/artefacts of a church and some activities that go on there. | | **Key Vocabulary**  Church Font  Community Pews  Cross Pulpit  Bible Paten  Worship  Vicar  Leader  Pastor  Altar  Lectern | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | To talk about what it means to belong. Belonging is being part of a group, club etc. It is being included in different activities. It gives people a sense of belonging and being part of something. Children will be able to look at different photos of clubs. Show photos of different clubs e.g. (football, Beavers, Rainbows, swimming) and understand that these groups have uniforms, logos, symbols, and mottos etc. which indicate their belonging to the group. . | | | Appreciate what belonging means, be able to discuss examples of what this may look like in our lives and understand how this can relate to shared beliefs and interests. | | |
| **Session 2:** | Children will understand what distinguishes a church from the outside and look at how these may differ across the world. Children will be taught the various key features inside a church and how they are used. For example, stain glass windows, font, pews, Bible and their functions such as the pews are where the congregation it, the font is used during baptism etc. | | | Explore the similarities and differences between churches across the world. | | |
| **Session 3:** | Children will be taught about the different activities or rituals that take place in a church. For example, singing; praying, listen to the Bible being read; vicar speaking and how these are performed every week, | | | Respect that some Christians know that they belong through the routine/ rituals that take place inside churches. | | |
| **Session 4:** | Children will taught that a Vicar’s role involves reading the Bible to people, looking after the Church building and people, caring for people, helps Christians to feel they belong and to be part of a Church group. | | | Explore the role of a Vicar. | | |
| **Session 5:** | Children will understand that the key features of a Church building include a bell, bell tower, large doors, stain glass windows and they will using construction and photos create their own churches. | | | Identify key features of a Church building. | | |
| **Session 6:** | Children will learn that different religions have their own places of worship. For example, many Christina’s place of worship is a Church, many Muslims attend a Mosque, Sikhs attend a Gurdwara and Jews attend a synagogue. Children will look at images of different places of worship and look at how worship differs between some of these. For example, people have to wash and take their shoes off before entering a Mosque, special clothing is sometimes worn, how the holy book is handled differs etc. | | | Respect and distinguish different religions, their places of worship and similarities/ differences between them. | | |

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|  | | **Year 1 - Medium Term Planning - RE - Summer 2** | | | |  |
| **Prior Learning Links** | | | **Essential knowledge and End Points**  -To know a synagogue is a holy place for Jews to meet in and name two things that might happen there.  To identify a rabbi from a group of people and say they are a religious leader who leads Jewish gatherings.  -To talk about some of what a rabbi does. For example, weddings, funerals and leads prayers on Shabbat. | | **Key Vocabulary**  ark, tallit - prayer shawl, Torah, Yad, Bimah, ner tamid (eternal light), mezuzah, house of prayer. | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to understand what we mean by relocation and invasion. Children to think about if we had an invasion and our town was closed completely tomorrow what would we do? Or if someone took over our town and we were not allowed to meet what would be important to us as a school?  Children to be read ‘The Suitcase’ by [Chris Naylor-Ballester](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Chris+Naylor-Ballesteros&text=Chris+Naylor-Ballesteros&sort=relevancerank&search-alias=books-uk) and discuss the character. Discuss questions such as: Why did they have to move out of their town? How did they feel? What did the other animals do to help? How would feel If you only had a suitcase? What would you put in it? | | | Appreciate and understand what relocation and invasion may mean for people. | | |
| **Session 2:** | Children to be taught that the Jews were called Israelites and lived over 4000 years ago in the middle east. They will recall that they visited some of their story in creation in the autumn term. The children will understand that back then there were many Israelites and they may have heard stories about like Abraham, Noah, Joseph and Daniel from the Torah who are also in the Christian’s Holy book the Bible. The Jews were known as Israelites & were refugees in many lands. Revisit the part of the story of Abraham found in Genesis 12 V1-7 & Genesis 15. Children will be taught that a ‘covenant’ is a promise God made with the Israelites later known as Jews. | | | Recall the story of Abraham and appreciate how the feelings of Abraham and Sarah. | | |
| **Session 3:** | |  | | --- | | Introduce the term synagogue. Tell the children that one way Jews spend time together is they meet in a synagogue, a place of meeting. Explain: it is used as house of prayer, worship and study. Children will look at pictures of synagogues and understand that every synagogue is different and reflective of its local community & tradition. | | | | Respect and distinguish identify the important features of a Synagogue. | | |
| **Session 4:** | Remind the children that important symbols can be found in a synagogue and these can be seen in stained glass windows. Look at a variety of these symbols in stained glass windows. | | | Identify different symbols they can see and design their own window or door for a synagogue appreciating the decoration that would be most suitable and important to Jews to have on there. h | | |
| **Session 5:** | Recall the role of the rabbi (teacher) in the synagogue. Children will understand that the Rabbi is a leader, teacher, leads prayers and helps in the community. | | | Respect the role of a Rabbi and be able to recall features of this, appreciating why they are important to Jewish people. | | |

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|  | | **Year 2 - Medium Term Planning - RE - Autumn 1** | | | |  |
| **Prior Learning Links**  **Builds on from: EYFS 3,6** | | | **Essential Knowledge & End Points**  -To explore the content of the Bible.  -To know how it is an important book for Christians.  -To think about how the bible impacts Christians lives today | | **Key Vocabulary**  Sacred Poetry  Text History  Bible Prophecy  Jesus Gospels  Religious Letters  Jesus Song  Christians | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1 and 2:** | Children will learn that the Bible is split into the Old Testament and New Testament. They will look the stories of Jonah and the Fish (Old Testament), The Good Samaritan (New Testament) and Jesus feeds the 5000 (New Testament) and be able to identify why these are important to Christians. They will learn that Jonah and the Fish teaches us to follow God’s commands and about forgiveness. They will understand that The Good Samaritan taught us that we need to do the right thing even when it’s difficult and that the neighbour you may need to care about could be anyone. They will learn that Jesus Feeds the 5000 tells Christians to trust Go and that God can provide amazing things because he is caring. | | | Appreciate what holy means to Christians and understand that the Holy Bible contains different stories. | | |
| **Session 3:** | Children will be taught the Bible is a Holy book and understand that this contains 66 books, 27 in the New Testament and 39 in the Old Testament. The children will learn that the Bible consists of letters, poetry, history, prophecy, gospels, letters and songs and will recall stories they may already know such as Noah’s Ark, Jonah and the Fish, David and Goliath etc. | | | Understand that there are different styles of writing in the Bible. | | |
| **Session 4:** | Children will explore the story of the Parable of the Lost Sheep by raising questions they would like to ask the shepherd or lost sheep. They will role play the story and then answer the questions raised. Children will discuss the emotions the characters may feel and explore why Jesus told this story looking closely at the meaning. | | | Respect that different parables in the Bible teach Christians different morals. | | |
| **Session 5:** | Reverend Ian Enticott and Nick Blackmore to deliver a Harvest service that looks at what we celebrate Harvest and the importance of it to Christians. | | | Participate in Harvest celebrations at Church. | | |

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|  | | **Year 2 - Medium Term Planning - RE - Autumn 2** | | | |  |
| **Prior Learning**  Builds on from: EYFS 2,3,4 | | | **Essential Knowledge & End Points**  -To learn some facts about Jesus from the Christmas story (e.g. where he was born; his birth was good news; he is called saviour; the angels appeared to Mary & then the shepherds who were at first afraid).  -To understand what the visit of the magi tells Christians about Jesus.  -To explain Jesus is considered a king by Christians and celebrated | | **Key Vocabulary**  Magi  Angels  Son of God /Son of Man  Christmas  Incarnation | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will think about what new babies need and understand that a baby cannot live or grow without human love and care. e.g., tiny, food, drink, clothes, nappies, love. Children will examine stories of Jesus birth found in Matthew 2:1-12; Luke 2; 8-20. and the characters in these stories and their emotions. Children will learn that Christians use a font, candles, and make promises during baptisms. Suggest why promises are made at baptisms to welcome babies into the Christian family. | | | Distinguish and respect the ways in which many Christians welcome babies into the Christian family during a baptism. | | |
| **Session 2:** | Children will revisit the key events of the Christmas story: (These were: angel telling Mary; Journey; innkeeper/birth; shepherds visited by an angel, Herod, magi (three wise men) visit) The children will evaluate the different characters feelings and raise questions about what happened. Christians see Jesus as God made man God incarnate and refer to him as King, saviour and messiah. | | | Reflect on the Christmas story and appreciate its significance to Christians. Understand and recall the order of the Christmas story and be able to recall what the magi tells Christians about Jesus. | | |
| **Session 3:** | Children will be taught about the Kings story and think about the Christmas story from Magi’s point of view. They will consider why they chose to bring gold, frankincense and myrrh. They will explore why Christians today believe Jesus was an important King and the symbolism of the gifts. | | | Understand and appreciate what the magi tells Christians about Jesus. | | |
| **Session 4:** | Children will learn that at Christmas we celebrate Jesus’ birth and how this period of time allows use to acknowledge the arrival of our King/ Saviour/ Messiah. They will explore and understand the various ways and traditions that many Christians have to celebrate Jesus’ birth. | | | Respect that Jesus’ birthday is celebrated at Christmas time. | | |
| **Session 5 and 6:** | Children will learn, rehearse and perform a Christmas nativity that symbolises and carries the message that Jesus the saviour has been born. | | | Share our performances to celebrate and acknowledge the Christmas story. | | |

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|  | | **Year 2 - Medium Term Planning - RE - Spring 1** | | | |  |
| **Prior Learning Links**  **EYFS 6** | | | **Key objectives**  -To learn about Abraham and the key events in his life.  -To raise difficult questions and suggest answers.  -To learn about the old covenant of God with his people. | | **Key Vocabulary**  Covenant  Abraham  Abram | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to be taught the definition of a promise and what this means. They will explore what it means to make a promise with someone and recall times when someone has made a promise to them or they have made a promise to someone (Marriage, Cubs, Godparents, and Brownies etc.). The children will think about whether they kept the promise they made and then explore what makes a promise work. | | | Appreciate what is involved in making a promise and complete a promise voucher | | |
| **Session 2:** | Children will learn about the conversation that was had between God and Abraham. They will be taught about how the promises and covenant between God and Abraham were established and how God and Abraham kept the covenant. Children will think about how God might make promises with people today and how they might respond. | | | Understand how God made a covenant with Abraham using promises. | | |
| **Session 3 and 4:** | Children will be taught the 6 key events in Abraham’s life events of Abraham’s life: God told Abraham to leave his town and go to Canaan. God promised to make a great nation from Abraham. God promises to bless Abraham and make him great. Abraham took his wife and their family and travelled to Canaan. Canaan is now Israel today. | | | Explore the story of Abraham and the key events in his life. | | |
| **Session 5:** | Children will understand that Abraham was the first father of the Jewish nation (Israelite nation) after the flood. They will raise some simple questions in relation to this. Children will identify that Christians also believe that Abraham was a spiritual father. They will raise relevant questions using who, what, where, when how and why about Abraham stories and suggest suitable answers. | | | Raise simple questions and lines of enquiry about Abraham and recognise and talk thoughtfully about values of different characters in the story. | | |

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|  | | **Year 2 - Medium Term Planning - RE - Spring 2** | | | |  |
| **Prior Learning Links**  Recap Yr. 2 Bible Genre See Autumn 1 | | | **Essential Knowledge & End Points**  -To examine the story of Moses and consider what to it might mean to some people to obey God  -To think about the values people hold  -To recall and ponder the Easter story in more detail by raising questions the story presents  -To make links with aspects of belief and practice at Easter time | **Key Vocabulary** | | |
| Moses  Covenant  Pillar  slavery  Pharaoh  Plaque  Bulrushes  Leader  Idolatry  Passover  Commandments  Shema | Exodus  Freedom  Jewish  Christians  Torah  Egypt  Easter  Resurrection  Pilate  Jesus  Cross | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| ***Session 1:*** | Pupils will revisit the Easter story and understand that it is the most important Christian festival. They will learn that for Christians they remember Jesus crucifixion, and resurrection when he rose from dead. –They will understand that all the events leading up to the death of Jesus are called Holy Week. They will learn that Christians believe that Jesus died on a cross and that was buried, but then 3 days later his the tomb was empty. They will understand that many people claimed to have seen him, alive and that Christians believe that Jesus’ death and resurrection were part of God’s salvation plan, to bring peace between God and humankind. They will learn that Jesus took the punishment for the sins of the world and beat death. | | | Raise relevant questions using who, what, where, when, how and why about the Easter story and suggest suitable answers.  Explore links with Christian’s belief and practice in relation to the Easter story. | | |
| ***Session 2:*** | Pupils will understand what Palm Sunday is, the significance of palms and how we use crosses to remember this today. Pupils will learn about The Last Supper (Maundy Thursday) and how this is celebrated. Discuss Good Friday – the day when Christians remember Jesus dying on the cross. Hot cross buns. Ask: what do they have on them? What part of the Easter story does the cross remind you of?  Children to learn that on Easter day Jesus came back alive, and this is called the resurrection and to discuss with the pupils about whether they feel Easter Day was a sad or happy day. Easter eggs. Ask: What does the egg remind you of? How do they relate to new life? How are the cross and egg different? | | | Explore ways Christian might celebrate Easter, Jesus’ death and the resurrection. | | |
| ***Session 3:*** | **-**Over two lessons pupils will look at the different stories of Moses in the Bible (Exodus). For example...   * When Moses was born and his mother sent him down the Nile in a basket, hoping the power of God would save him. * When Moses was older and saw a burning bush that didn't seem to be consumed by the fire. He heard the voice of God asking him to save the people who were enslaved in Egypt and lead them to the Promised Land. At first, Moses refused God and asked him to send someone else but God insisted. Moses returned back to Egypt and asked the Pharaoh to free the slaves, he said no. This made God angry so he sent ten plagues to the land of Egypt. * When Moses parted the Red Sea by striking his staff and when Jesus asked him to climb to the top of the mountain in a thunderstorm. * When God gave Moses 10 important laws known as the Ten Commandments that would tell his people how to live. | | | Explore Moses found it difficult to obey God in the stories covered in this session. | | |
| ***Session 4:*** | See knowledge above as content will be covered over sessions 3 and 4. | | | Explore and identify three ways Moses found it difficult to obey God in the stories covered. | | |
| ***Session 5:*** | Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians. | | | Participate in an Easter Service in our local church. | | |

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|  | | **Year 2 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Leaders and artefacts from Judaism & Christianity in Yr. 1** | | | **Essential Knowledge and End Points**  -To identify key religious artefacts in Judaism/Christianity.  -To explore the role of leaders of different religious communities.  -To compare with leaders of other worldviews e.g. Humanist celebrant. | | **Key Vocabulary**  Kippah Rabbi  Pastor Leader  Humanism Judaism  Christianity Mezuzah  Tefillin Yad  Torah Bible  Chalice Paten  Cross Communion cup  Priest Minister | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to be learn about the different artefacts used in Christian worship and what they are used for (Vicars robes, Bible, communion cup and plate (chalice & paten) and cross) They will learn that a church/ minster leader weddings, baptisms, funerals, weekly services, visits the sick, looks after the poor and leads the vision of the Christian community. They will understand that local church ministers are known by lots of different names: ‘Clergy’, ‘Vicar’, ‘Priest’, ‘Pastor’, ‘Minister’ and others dependent on their denomination. They will look at the types of clothing ministers might/might notwear all the time or just wear sometimes. E.g. dog collar. Children will understand the churches liturgical year: Clothing is worn- Ordinary time (green -growth); Harvest; Advent (literally coming-purple-fasting); Christmas (white); Epiphany (wise men coming not 3!); Lent (purple - fasting) & Easter (white), Pentecost (red) used in some Anglican churches. | | | Appreciate various Christian artefacts used in worship and describe the responsibilities of the Christian church leaders/minsters. | | |
| **Session 2:** | Children to learn about the different artefacts used in Judaism worship and what they are used for ( Kippah-skull cap; Torah-holy book, Yad -read with Torah with, tallit- prayer shawl, mezuzah-container for Shema) Children will learn the role of the rabbi (new baby initiation/naming ceremonies, leads bar/bat mitzvah, leads synagogue prayers, reads Torah with a Yad, is a spiritual leaders and counsellor to the Jewish community, leads on Shabbat, speaks Hebrew so can read Torah (teaching), oversees food preparation, sometimes to ensure Kosher)  Children will understand what type of clothing the Rabbi wear. | | | Appreciate various Jewish artefacts used in worship and describe the responsibilities of the Rabbi. | | |
| **Session 3:** | Children will learn that humanism can be described as an approach to life, or a way of thinking. They will understand that humanists believe that science explains how the universe was created/how the universe work, that humans have the ability to give their own lives meaning making themselves/others happy and that decisions are made on experience, reason, empathy and respect for others. The children will learn that a humanist don’t have a place or worship but that a celebrant provides an alternative to religious ceremonies for people wishing to celebrate or commemorate their key life events /weddings, naming, funerals) in a non-religious way and start to look at how this is different to a rabbi/ priest. Children will be introduced to the humanist symbol too. | | | Explore what humanism is and the role of a celebrant. | | |
| **Session 4:** | Children will look at comparisons between Jewish and Christian worship. They will understand that both religions have holy books, attend a place of worship, have a church/ synagogue leader etc. They will also look at how these Jewish and Christian religions differ and how humanist views contrast both too. They will look at pictures of different types of rabbi (reform orthodox and conservative), church ministers (e.g. Anglican, Pentecostals, and Catholic) and a humanist celebrant and note their differences. The children will be taught that there are different groups in each religion that may use the artefacts slightly differently. | | | Explore how various religious artefacts can be linked to the relevant religious leaders. | | |

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|  | | **Year 2 - Medium Term Planning - RE - Summer 2** | | | |  |
| **Prior Learning Links**  **Builds on from: EYFS 4, Yr. 1 6,7 and previous terms work on religious leaders** | | | **Essential Knowledge & End Points**  -To explain why different groups welcome babies.  -To explain how different groups welcome babies.  -To consider if there is a right way to welcome babies. | | **Key Vocabulary**  Brit Malah  Baptism  Promises  Covenant  God  Creator  Godparents  Prayers  celebrate | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will learn about what it means to belong. Discuss with the children what groups they belong to in and out of school, for example, Brownies, swimming clubs, gymnastics etc. Children to be taught how being part of clubs may mean their wear a particular uniform, meet regularly at a particular time, adhere to and follow a promise. Children to be taught about wider groups they belong to, for example all part of Mossley, residents of Cheshire East. | | | Appreciate what it means to belong and how this makes us feel. | | |
| **Session 2:** | Christians welcome babies in a special way because Christians believe God is the Creator. Children will learn how babies are welcomed in infant baptism and it means that you are a follower of Jesus. Baptism takes place in the form of a Christian ceremony in a church. The vicar pours blessed water over the child’s head and says,” I baptise you in the name of the father, son and holy spirit.” Explain water is a sign of life and without water nothing will grow- a sign of the new spiritual life into which the baptised person is entering. They will look at the items used in baptism and what the service involves for example prayers, candles, promises, Godparents. | | | Explore how Christian infant baptisms. | | |
| **Session 3:** | Children to be taught why parents let their children to be baptised. Children to be taught that a promise is when a [person](https://kids.kiddle.co/Human) [agrees](https://kids.kiddle.co/Agreement) to do something or to not do something. A promise can be made verbally (by saying it), or it can be [written](https://kids.kiddle.co/Writing) down. Look at the promises made in baptism. Children will think about how easy is it for parents and godparents to keep the promises made. Children to also be taught that some Christians may have a dedication or naming ceremony to welcome a baby with no water or candles usually possibly only prayers and promises. | | | Explore why promises are made at baptisms to welcome babies into the Christian family. | | |
| **Session 4:** | Children to be taught that different religions welcome babies in different ways. In the Islamic faith, Muslims welcome babies in a ceremony called the Aqiqah This is when the baby is introduced to family and friends to thank Allah (God) for giving them a child. It is hosted by the parents of the new baby and may be held in their own home or in a hall. They have a special meal and sacrifice an animal, such as a sheep or goat, giving some of the meat to poor people. Aqiqah is held on the seventh day after the baby is born. An important part of the Aqiqah ceremony is when the baby’s hair is cut and weighed. The weight of the baby’s hair is used to work out a donation to charity**.** | | | Explore how Muslims welcome babies. | | |
| **Session 5:** | Jewish birth rituals and traditions differ, depending on whether the baby is a girl or a boy. When a Jewish baby boy is eight days old, he will have a Brit Milah ceremony. The Brit Milah often takes place in a synagogue but it can happen at the family home. The ceremony is attended by members of the baby’s family and Jewish community. A Jewish baby girl will have a Simchat Bat ceremony and this can happen any time before her first birthday. | | | Explore how Jews welcome baby girls and boys. | | |
| **Session 6:** | Humanist believe Life is valuable, so they welcome new babies. Humanist celebrants create and lead bespoke ceremonies for newborn babies, toddlers, and older children – for one child or two or more siblings, or related children (or friends). Some families have a short, formal, structured event while others want a day filled with fun, music, and activities that guests can get involved in. Each ceremony is unique and entirely up to the parents how the ceremony is structured and what it includes. | | | Explore how Humanists welcome babies**.** | | |

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|  | | **Year 3 - Medium Term Planning - RE - Autumn 1** | | | |  |
| **Prior Learning Links**  **Recap Year 1 and 2**  **What do we know already about God in Christianity? E.g. God at Christmas** | | | **Essential Knowledge & End Points**  -To explore the Christians, Jewish and Muslim understanding of God.  -To compare differences & similarities.  -To understand the impact of the fall in Christian thinking.  -To make links with other views about God in Buddhism, Humanism, and other non-religious worldviews. | | **Key Vocabulary**  God Agnostic  Trinity Atheism  Saviour Humanist  Yahweh Enlightenment  Allah Buddha  Brahman | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Pupils will understand the Holy Trinity is made up of the Father, Son and Holy Spirit and understand only Christians believe in there being a Holy Trinity. They will understand that God created the world and everything in it for us to live in and look after. They will learn that The Fall was God’srescue plan as Jesus died for all our sins, rose and restored the world, bringing us closer to him again. Pupils will understand key aspects of Christian worship (Bible and Church) and their celebrations (Christmas and Easter). | | | Appreciate and respect many Christian beliefs and their understanding about God. | | |
| **Session 2:** | Pupils will understand that similar to Christians and Jews, Muslims believe in one God too, but refer to him as Allah. They will learn that Allah has 99 names all of which are used to describe a different characteristic of Allah. Pupils will be able to identify that similar to Christianity, Allah is the creator of all things.  They will know that Allah must not be portrayed in pictures or sculptures as this would be offensive to Muslims and look briefly at the art work produced by Hafeez Shaikh. They will learn that the Qur’an is the Islamic holy book. Pupils will learn that Muslims visit a Mosque to pray and have an understanding of the rituals that are followed before and during worship including pray beads. Pupils will be able to identity celebrations such as EID and Ramadan that are celebrated by Muslims. | | | Appreciate and respect many Islamic beliefs and their understanding about God. | | |
| **Session 3:** | Pupils will understand that many Jews believe in one God (like Christians and Muslims), but don’t believe in a Trinity. They will know that Judaism teaches that all life belongs to God. Pupils will understand that similar to Christianity and Islam, Jews believe that God is the Creator of all life. Pupils will learn that similar to the Bible in Christianity and the Qur’an in Islam, many Jews have a holy book called The Torah and it is considered so special that nobody is allowed to touch it so a special pointer, called a yad, is used when reading it. Pupils will understand that The Torah is kept in a special cupboard called an ‘Ark’. Pupils will be aware that unlike Christianity, the name of God is so sacred to Jewish people that it is never written in full, that Jews believe that God judges how good or bad people have been, in order to decide their destiny in the afterlife and that this is often seen as motivation to behave well and obey all of God’s rules. They will learn that similar to Christians and Muslims, Jewish people have a sacred place of worship where they pray and this is called a synagogue. Pupils will recall that the Rabbi led the services in synagogues and that The Star of David is a symbol of Judaism which is found in their places of worship and recall some of the Jewish celebrations such as Passover, Shabbat and Rosh Hannah. | | | Appreciate and respect many Jewish beliefs and their understanding about God. | | |
| **Session 4:** | Pupils will be able to recap and summarise Christian’s main beliefs about God, our holy book, place of worship and key aspects of this. They will recall the main Christian celebrations and summarise Muslim main beliefs about God, their holy book, place of worship and key aspects of this. Pupils will recall the main Islamic celebrations and recap and summarise Jewish main beliefs about God, their holy book, place of worship and key aspects of this. They will recall the main Jewish celebrations and look for comparisons and significant contrasts between the religions. | | | Explore and identify comparisons and contrasts between Christian, Islamic and Jewish understandings and beliefs about God. | | |
| **Session 5:** | Pupils will understand Humanism is not a religion, humanists don’t believe in a God, they do not have a holy book and they do not have places of worship. They will learn that Humanists believe we are made from natural materials and should be able to shape ourselves into the people we want to be. They will be aware that humanists believe the world is a natural place and we should ask questions and use science to help us to understand it. Pupils will understand that instead of having a holy book, they focus on supporting others by answering questions about how we should live and the importance of being kind to each and caring about the world we live in. | | | Appreciate and respect humanist beliefs and how these differ from religious views of God. | | |
| **Session 6:** | Reverend Ian Enticott and Nick Blackmore to deliver a Harvest service that looks at why we celebrate Harvest and the importance of it to Christians. | | | Participate in Harvest celebrations at Church. | | |

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|  | | **Year 3 - Medium Term Planning - RE - Autumn 2** | | | |  |
| **Prior Learning Links**  Recap main points from Yr 2 Summer 1 and 2. | | | **Essential Knowledge & End Points**   * To explore the ideas of infant and believers baptism. * To understand the many different ways religious/non-religious people welcome babies. * -To consider: Is there a right way to do so? * To be able to think about and draw conclusions about the importance of the nativity repeated each year.   -To explain how many Christians see Jesus as saviour and relate this to texts studied. | | **Key Vocabulary**  Infant baptism Believers Baptism  Christians Prophecies  Isaiah Saviour  Messiah Anointed one  Hebrew Bible Prophet  Mighty God Prince of Peace  Emmanuel Salvation  Zacchaeus Sin  Humanist baptist | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Pupils will understand during an infant’s baptism the priest makes the sign of the cross on the infants head to wash away their sins and that this symbolises their start of their Christian journey. Pupils will be aware that present at the service will be the priest, parents and god parents. The baby is held near the font where the holy water is kept and they are sometimes given a candle at the end of the service t. Pupils will understand that it is the adult who chooses to be baptised in a believer’s baptism so they can follow Jesus and wash their sins away. Pupils will know that during the believers baptism the person goes under the water for a few seconds while the priest says, “I baptise you in the name of the Father and of the Son and of the Holy Spirit’ | | | Explore the key events in a believer’s baptism and infant baptism. | | |
| **Session 2:** | Pupils will understand that when many Jewish baby girls are born they attend a Brit Bat which is on the first Shabbat after she has been born. Pupils will learn that at this service blessings for the health of both the baby and the mother are spoken and the baby is named. Pupils will understand that when many Jewish baby boys are born they attend a Brit Malah and this takes place eight days after the baby boy is born. Pupils will learn that in the Jewish faith, once a child is born, the father is given an aliyah and is able to bless a reading of the Torah in a synagogue. Pupils will understand that many Jews call their children after their ancestors. Pupils to identify differences and similarities between Christianity and Jewish baptism. | | | Explore the key events in Jewish baptisms | | |
| **Session 3:** | Pupils will learn that when a Muslim baby is first born, they are whispered the Call to prayer by their father, which are the first words they heard and the words of Allah.Pupils will understand that when Muslim babies are first born they also taste something sweet first such as honey, dates or a sweet juice and this is called Tahnik. Pupils will learn that when the baby is seven days old, family attend a service called the Aqiqah and the baby’s head is shaved as a symbol of purification. Once shaved, the hair is weighed and measured. Then, its equivalent value in silver is calculated and the family donate this much to the poor. Pupils will look at Christian and Jewish baptisms and identifysimilarities and differences between the Islamic, Christian and Jewish baptisms. | | | Explore the key events in an Islamic baptism and recognise similarities/ differences between Islamic, Christian and Jewish baptisms. | | |
| **Session 4:** | Pupils will rewatch the Christmas story be able to recall that, Mary was visited by Angel Gabriel who said God has chosen her to have the Son of God. Angel Gabriel told Mary that her baby would be a Great King and a saviour to all mankind. When Jesus was born an Angel visited two shepherds to tell them to spread the news that the King of the Jews/Saviour of the world had been born. The shepherds travelled to Bethlehem to find the King of the Jews. When they arrived they bowed down in worship. Jesus was a special baby because three wise men saw a bright star in the sky, which they knew meant the Saviour and King of the Jews had been born.The wise men followed the star and took expensive precious presents of gold, Frankincense and myrrh for the Jesus. | | | Appreciate and the respect the different titlesbaby Jesus is given within the Christmas story. | | |
| **Session 5:** | Pupils will learn that Zacchaeus was a small, rich, tax collector. He took more taxes from people than he was supposed to and people hated him. When Jesus came to teach the Jews, Zacchaeus wanted to listen to him because he had heard how amazing he was. He couldn’t see past the crowds so climbed a tree so he could see him and in front of a huge number of people, Jesus called Zacchaeus by his name and told him to come down. Jesus explained to Zacchaeus that he was going to stay at his house that night and have tea with him. Zacchaeus was excited and came down. The people were shocked that Jesus would stay at the house of a sinner. Jesus told them that he came to save all people, including the lost and the worst of sinners and Zacchaeus became a changed man that day! | | | Explore the story of Zacchaeus is about Jesus the saviour. | | |

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|  | | **Year 3 - Medium Term Planning - RE - Spring 1** | | | |  |
| **Prior Learning Links**  **Recap what we know about Islam so far from Autumn 1 and 2 in year 3** | | | **Essential Knowledge & End Points**  -To understand that not all Muslims have the same view of God.  -To study the life of a particular Muslim & to be able to express their view about God.  -To explain Muhammad (PBUH) is important to the majority of Muslims. | | **Key Vocabulary**  Muhammad Jibril  Qur’an Allah  Lailat al Qadr Muslim  Islam Prophet  Al-Khwarazmi | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Pupils will learn that a belief is a firm thought that something is true and that a person's beliefs will guide them in their decision making and responses. Pupils will share their thoughts on the following questions from the Nobody stand nowhere video and understand how this could relate to different religious beliefs and cultures. What is your view of the world? What makes you who you are? On what do you base your decisions? Do you believe in God? Do you understand the views of others around you? Pupils will recall how in Islam. Allah must not be portrayed in pictures or in sculptures as this would be offensive to Muslims and that they believe God should not be contained in pictures or human creations. They will recap that pictures can be created that contain shapes and colours to represent Allah just like the pieces of art work created by Hafeez Shaikh and that they can represent their own beliefs on the same way. | | | Understand what beliefs are, why they are important and how they can be diverse through artwork. | | |
| **Session 2:** | Pupils will recap that The Qur'an 99 names to describe Allah and learn Allah has many different descriptions so it’s hard to represent him in a few words. Pupils will understand that Muslims have 99 prayer beads called subhas and will understand how these are used in worship. Pupils will learn some of the meanings to the names and decide how these may influence a Muslim person in there every day lives. | | | Explore Allah’s 99 names and appreciate how they may influence Muslims lives/ their worship. | | |
| **Session 3:** | Pupils will learn that The Laylat al-Qadr(‘The Night of Power’) occurs each year during the Islamic celebration on the 27th night of Ramadan**.** Pupils will understand that on The Night Of Power the Angel Jibril appeared to the prophet Muhammed (PBUH), told him the first words of the Qur’an and asked him to recite these to everyone. Pupils will learn that many Muslims celebrate the Night of Power and go to the Mosque to pray, study the Qur’an and ask Allah for forgiveness. Pupils will understand that it is important to Muslims because it is when the Qur’an was shared with Muhammed and then the world. | | | Explore Muhammed (pbuh), the Night of Power and appreciate why this is important to Muslims. | | |
| **Session 4:** | Pupils will listen to two guest speakers who are practice Muslims and will have the opportunity of looking at Islamic artefacts (Torah and stand, prayer mat, prayer beads, compass etc.) that they use during worship. The practice Muslims will be sharing with the children the following: Whether all Muslims have the same view of Allah and how do Muslims express their beliefs. How the 99 names of Allah influence their daily life and how are they used in worship. Why Muhammad (PBUH) is important to the majority of Muslims and the significance of the Night of Power to them. Pupils will then be able to ask any questions they have regarding Islamic worship and about the artefacts above they have looked at. | | | Listen and raise questions to a Muslim practitioner sharing their own experiences and knowledge about the Islamic faith. Appreciate Islamic artefacts used in worship. | | |
| **Session 5:** | Pupils will learn about famous Islamic figures such as Al-Khwarazmi (mathematician, who discovered the number zero and used numerals instead of the Roman numerals) and Ziryab (singer/musician who discovered the 5 string lute-guitar). Pupils will learn that Sunni Islam is the largest branch of Islam and that they believe that the Quran is the literal word of God. Pupils will understand that if you believe in Sunni Islam then you believe in electing your own religious leaders and that the position is not passed down through Prophet Muhammad's bloodline. Pupils will learn that Shia Muslims form part of a smaller branch of Islam that they believe that some of Ali’s descendants hold special spiritual power over the community and that they believe rulers are passed down the blood line. | | | Appreciate the historical influence of Islam and explore Sunni and Shia beliefs. | | |

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|  | | **Year 3 - Medium Term Planning - RE - Spring 2** | | | |  |
| **Prior Learning Links**  **Recap of study** **Christianity in Years 1 and 2. End of Key stage statements 3 and 5.** | | | **Essential Knowledge & End Points**  -To examine resurrection in the arts over history.  -To consider what most Christians believe about the resurrection and what difference that makes.  -To examine why most Christians believe God sent Jesus as a saviour to rescue people.  -To look at differences in opinion.  -To consider what I believe about life after death. | | **Key Vocabulary**  Resurrection  Life after death  Easter  Salvation  Easter Good Friday  Forgiveness  Sin  Incarnation | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will learn how people might have ceremonies which mark milestones e.g. birth, marriage, death and coming of age. | | | Respect and understand our personal experiences of birth, marriage and death. | | |
| **Session 2:** | Children will learn that Christians believe that God became a human being in the person of Jesus in order to give hope that there is a better life with God after death. | | | Explore African pictures of Jesus’ birth and death and raise relevant questions about why Jesus was born and died. | | |
| **Session 3:** | Children will learn that most Christians believe that Jesus was resurrected. John 11:25: ‘Jesus said to her, “I am the resurrection and the life. The one who believes in me will live, even though they die”. | | | Appreciate Christian’s feelings and might feel and believe about the resurrection. | | |
| **Session 4:** | Children will learn the main points of the story of Zacchaeus and how Jesus could be described as his saviour. | | | Explore the story in dance/drama freeze frame scenes thinking about Zacchaeus’ thoughts. Hot seat Zacchaeus thinking about how he may have been before he met Jesus. | | |
| **Session 5:** | Children will learn that Christians believe that God became a human being in the person of Jesus in order to give hope that there is a better life with God after death. | | | Raise questions about why Jesus is our saviour. | | |
| **Session 6*:*** | Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians. | | | Participate in an Easter Service in the church. | | |

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|  | | **Year 3 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Recap – Think about what we know about how Christians live their lives. Year 1 and 2** | | | **Key objectives**  -To identify reasons that the disciples followed Jesus.  -To recall ways in which people show their Christian faith in daily life.  -To explain how Jesus’ message of love and forgiveness is shown through Bible stories and how this impacts a Christian’s life today. | | **Key Vocabulary**  Church  Discipleship  Community  New Testament  Pentecost  Artefacts  Holy Spirit  Baptism infant  Believers | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will understand that you feel a sense of belonging when you are part of a group and will identify different groups such as Brownies, swimming, football etc. and also the wider groups such as pupils at Mossley, residents of Congleton etc. that they are part of. Children will learn that a disciple is a follower or learner of Jesus and that they learn from him, learn his ways and to live like him**.** They listen to the stories of various disciples and how they started to follow Jesus. They will understand that Jesus needed his disciples to help him to continue his work and spread the word of God. | | | Understand what a disciple is and why they follow Jesus**.** | | |
| **Session 2:** | Jesus sacrificed his life for the forgiveness of sins of others at the crucifixion, but his resurrection was the most important miracle of the Christian faith. Children will learn that Christians may follow the Ten Commandments and children will understand what these are. In addition, they will look at the Lord’s Prayer and understand that it guides us by encouraging us tolive in peace, be kind, seek forgiveness for any mistakes we make, promise to forgive people and always do the right thing even when it’s hard to. Children will look at the different ways Christians show their identity for example going to church, reading the Bible and the different symbol and artefacts that are used. | | | Explore ways in which people show their Christian faith in daily life. | | |
| **Session 3 and 4:** | Children will learn about The Prodigal Son-The father forgives his son when he returns and welcomes him home. In the same way, God waits for humans to realise what they have done wrong and ask for forgiveness and welcomes them back when they do. Children will learn about The Good Samaritan- You should be kind to everyone and count everyone as your neighbour, even if they have a different background to you, or believe different things. Children will learn about Zacchaeus said that he would give back four times the money he'd taken unfairly and half of all he had to the poor. Jesus forgave Zacchaeus for the wrong things he'd done. | | | Appreciate how the stories of the Prodigal Son, The Good Samaritan and Zacchaeus show us that God wanted us to love and forgive and the impact of these qualities in a Christian’s life today. | | |
| **Session 5:** | Children will look at pictures of a variety of Christians worshipping and identify what’s similar and different. They will understand Christian's worship both individually and collectively. They worship with their entire lives, in all that they do. Additionally, they worship with a pure and willing heart. Christian worship may include music, singing, prayer, helping others, generous living and many other avenues. Children will talk about whether Christian’s should go/ shouldn’t go to church | | | Explore similarities and differences between global Christian communities. | | |

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|  | | **Year 3 - Medium Term Planning - RE - Summer 2** | | | |  |
| **Prior Learning Links**  **Recap on Yr1/2 Judaism – Jewish community Shabbat** | | | **Essential Knowledge & End Points**  -To recall the events of a Bar or Bat mitzvah.  -To explain why certain religions celebrate coming of age.  -To explain why Passover / Pesach is an important festival in the Jewish calendar.  -To recall the events of the Passover festival including the elements of the Seder plate.  -To explain how the Passover festival symbolises the Jewish ideas of freedom and the covenant with God. | | **Key Vocabulary**   |  | | --- | | Bat Mitzvah Freedom Exodus Seder Moses Brit Milah Rescuer Torah Tefillin Sustainer Passover | | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will be taught that in Judaism when a boy reaches his 13th birthday, he is considered ready to take on the duties of a Jewish adult (*Bar Mitzvah)*. From this day, he is expected to be responsible for his own behaviour. He will be called forward in the synagogue to read from the *Torah* in Hebrew in public for the first time, be asked to wear a tefillin, may walk around the synagogue with the Torah scrolls and receive a blessing from his parents. The boy will receive gifts and there will be a special meal for family and friends at which the boy will deliver a sermon of thanks. Children will learn that girls also have a coming-of-age ceremony, very similar to the boys’ . In Jewish communities, girls become bat mitzvah which means ‘daughter of the commandment’ at about 12. Similarly, they are responsible for their own behaviour after this age. A girl will make a speech on the day about the portion of Torah that is being read. | | | Explore the Bar Mitzvah and Bat Mitzvah, what preparations are made and how each of these ceremonies are used to celebrate the coming of age noting comparisons/ differences between the two. | | |
| **Session 2:** | Children will learn about the story behind Passover that appears in the Bible under Exodus 12. They will be taught that it symbolises the Jewish people’s escape from slavery and is seen now as time for fresh starts/ life triumphing darkness. They will learn the main points of the story and understand that it is believed that when the tenth and final plague hit, but the Jews have been told to mark their doors with the blood of a lamb they've sacrificed — the Passover offering — and so God “passes over” their homes. They will understand that Pharaoh sent his army to chase after them. The Jews reached a large sea which was too big to swim across and how they prayed to God and a miracle occurred. | | | Summarise key events of the story and understand why Passover is considered an important festival for Jewish people. | | |
| **Session 3 and 4:** | Passover is celebrated by Jewish people for seven or eight days. The evening before Passover begins, there is a special time called Seder that means ‘order .‘ An important part of the Seder is the Seder plate or the Ka’arah. It has sections that hold special Seder food and they all represent something from the story of Passover. Herbs (Horseradish and Onion) symbolise hard work and pain the slaves endured. Charoset (walnuts, apple, cinnamon) symbolise the cement that the slaves used to build the Pyramids. Parsley and salt water- parsleys is dipped into the salt water. This represents the tears wept by the slaves of Egypt and the salty sea that washed back over the Egyptian army. Lamb Shank and roasted egg both represent the offerings in the temple of God. Wine/grape juice- blood of injured Jewish slaves. Matzah- type of unleavened bread. It reminds Jewish people of the escape from Egypt, when they didn’t have time to make normal bread that would rise in the oven. | | | Explore the Passover festival, the Seder Plate and what each of the items symbolise | | |
| **Session 5:** | Passover is called The Festival of Freedom. Jews believe freedom to be one of the basic human rights. Passover was an agricultural festival which marked the beginning of the cycle of production and harvest during the time the Jews lived in ancient Palestine. It symbolises hope, new life and the importance of starting afresh. Passover is a pilgrim festival. It is one of the three occasions in the year when, according to the commandments of the [Torah](https://www.bbc.co.uk/religion/religions/judaism/texts/torah.shtml), Jews were historically meant to go to the Temple in Jerusalem however although many Jewish people still attend the synagogue for services Passover nowadays is celebrated at home too. This makes Passover the most popular Jewish holiday. Families travel great distances to be together at Passover. Children will be learn that when visiting the synagogue there are special readings for each day of the Passover. | | | Respect how Jewish people feel about and explore how it’s celebrated. | | |

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|  | | **Year 4 - Medium Term Planning - RE - Autumn 1** | | | |  |
| **Prior Learning Links**  **Recap bible texts from Y3** | | | **Essential Knowledge & End Points**  -To explore how the Bible is used in the local church by Christians for guidance, devotion, and inspiration and to compare how the question of belief is approached differently within other religions/ non-religious groups.  -To describe and explain how Christians live their life as disciples.  -To make links between: New Testament Bible stories/beliefs and church worship.  -To explore the idea of the Golden rule across religious and non-religious belief systems. | | **Key Vocabulary**  Bible  Prodigal Son  Parable of the Sower  Lord’s Prayer  2 most  important  commandments  Torah  Qu’ran  Guru Granth Sahib  Golden Rule | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will understand that a belief is something you think is true but cannot prove, an  ​  ​  opinion is your own personal view on a subject and a fact is something you can prove to be true.​ They will look at examples of different beliefs, opinions and facts and also consider Christian beliefs. | | | Explore whether statements are fact or beliefs and decide if we can prove the statements with evidence or do we just believe in these things | | |
| **Session 2:** | Children will learn about why the Bible is important to Christians and understand that it’s a sacred text as it’s the word of God. They will understand what the Bible contains and what we mean by studying/ reading the Bible and how Christians may do this together or alone. | | | Appreciate the importance of the Bible to many Christians. | | |
| **Session 3:** | Children will understand that a parable is an imaginary story used to teach people a moral lesson. They will understand that Jesus’ parables also taught people a spiritual lesson, often teaching about the nature of God. | | | Explore some of the Jesus’ Parables and raise and answer relevant questions. | | |
| **Session 4:** | Children will discuss what inspiration means and looks at examples of where people have been inspired by other and how this has affected their lives. They will understand how this can relate to a person’s beliefs, | | | Identify what inspires and explain why. | | |
| **Session 5:** | Children will explore what faith means and how people have different faiths they follow. They will look at what shapes different faiths and how these faiths may be similar and different. Children will understand what the golden rule is. | | | Explore and identify similarities and differences between Islam, Judaism and Christianity.  Discuss whether the Golden Rule would make the world a better place or not. | | |
| **Session6:** | Reverend Ian Enticott and Nick Blackmore to deliver a Harvest service that looks at what we celebrate Harvest and the importance of it to Christians. | | | Participate in Harvest celebrations at Church. | | |

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|  | | **Year 4 - Medium Term Planning - RE - Autumn 2** | | | |  |
| **Prior Learning Links**  **Builds on Y3 Autumn term 1 - Cross religious unit on God**  **Recall all the pupils can remember about how God is viewed in different worldviews** | | | **Essential Knowledge & End Points**  -To explore the Christian view of God.  -To compare and contrast the idea of the Trinity with other religious/non-religious worldviews. | | **Key Vocabulary**  Trinity  God the Father  God the Son  God the Holy Spirit  King saviour Brother  Humanist | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will understand what the Trinity consists of. They will be taught that each part of the Trinity has the same value and that together they make God. They will look at how the Trinity has been represented in art and sculpture. | | | Appreciate that the Trinity has three equal parts. | | |
| **Session 2:** | Children will be made aware of the different ways there are of representing The Trinity through symbols. They will learn about the roles in the Trinity of the father, Son and Holy Spirit (they will know God the Father is known to Christians as the creator, that Christians believe Jesus the son came to save the world and understand who the Holy Spirit is and what the Holy Spirit does).They will be able to recall that God the father is the creator, Jesus the king, brother and saviour and the Holy Spirit is the comforter and counsellor. | | | Explore Christian’s beliefs about the God the Father, Son and Holy Spirit. | | |
| **Session 3:** | Children will explore what incarnation is and why it’s important to Christians. They will understand that Christians believe that God sent one part of the Holy Spirit Trinity to Earth and God became incarnate as Jesus Christ. They will explore how incarnation is represented in the Bible and look at ways it is expressed in art. | | | Explore and respect what incarnation is. | | |
| **Session 4:** | Children will review what they know about the beliefs that Christians, Muslims and Jews have about their religions. They will be made aware that some people who don’t believe in any kind of God and have a belief in science are called atheists and agnostics. Children will learn about the history of humanism (not believing in a God) and how people who have this way of thinking don’t believe in an afterlife. They will understand that humanists believe that people can live a happy life by helping each other, using empathy, living a fair life and that the world is a natural place and we should use questions to help us to understand it. They will be introduced to the humanist symbol and learn about how Humanists celebrate. | | | Explore the differences between Christian, Muslim and Jewish beliefs and how these differ to those of a humanist. | | |

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|  | | **Year 4 - Medium Term Planning - RE - Spring 1** | | | |  |
| **Prior Learning Links**  **Builds on from: Yr. 1/2: 15,16** | | | **Essential Knowledge & End Points**  -To recognise the Qur’an and identify it with Islam.  -To explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God).  -To make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr).  -To recognise some Muslims who have contributed to historical achievement.  -To be able to identify the contribution of religious groups in society. | | **Key Vocabulary**  Qur’an prayer mat  Ramadan the celebration of Id-ul Fitr  Human rights Ethics  Values Humanist  society | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Discuss with the children that similar to the Christian’s holt book of the Bible, Muslims have a holy book called the Qur’an. The children will look at pictures of one of these and learn about how this handled and what it contains. The children will also see pictures of a prayer mat and prayer beads and discuss when, how, why they are used and which people use them. Give the children a set of definition cards and ask them to match it to the correct image. | | | Respect the artefacts and their uses during Muslim worship. | | |
| **Session 2:** | Children to connect the Qu’ran to Muhammad (PBUH) by recalling the Night of Power story. They will learn about why The Prophet Muhammad (PBUH) is important to many Muslims and the difference believing in The Prophet Muhammad (PBUH) makes to many Muslim lives.  They will learn about the celebration of Id-ul-fitr and explore the similarities and differences between how specific Muslim people celebrate this. Children will learn about all the key features of the celebration of Id-ul-fitr and what Ramadan fasting entales. They will look at how artefacts used in Muslim worship link to this. | | | Explore the links between the artefacts used in Muslim worship, the Id-ul-Fitr celebration and fasting during Ramadan. | | |
| **Session 3:** | Children to look at key lives of various Muslims and their historical global achievement E.g. , music, sport, medicine, **art e.g. Dame Zaha Hadid, Abul Hasan Ali ibn Nafi (Ziryab); Fatima Al-Fihiri** | | | Respect the contributions various famous Muslims have made to the world. | | |
| **Session 4:** | Children to look at other religious groups impact on society – key ways, e.g. Human rights, peace keeping, ethic & values. The children will look at how these compare and contrast with Humanist contributions to society. | | | Appreciate the contributions of religious groups on society. | | |
| **Session 5:** | Pupils will listen to two guest speakers who are practice Muslims and will have the opportunity of looking at Islamic artefacts (Torah and stand, prayer mat, prayer beads, compass etc.) that they use during worship. The practice Muslims will be sharing with the children the following:   * The value they place on the Qur’an. * The importance of artefacts such as the Qur’an, prayer mat, Qur’an stand, compass and prayer beads during worship, how these are used and why. * Their experiences of Id-ul-fitr and how they use artefacts during this celebration. * What they do during fasting, why they do this and why Ramadan is important to them.   Pupils will then be able to ask any questions they have regarding Islamic worship and about the artefacts above they have looked at. | | | Respect, appreciate and raise questions to a practice Muslim’s own experiences and knowledge about the Islamic faith and look at various Islamic artefacts that are used in worship. | | |

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|  | | **Year 4 - Medium Term Planning - RE - Spring 2** | | |  |
| **Prior Learning Links**  **Recap – Islam Recap Y3 Muhammad (PBUH), beliefs about Allah and how we**  **know that Muhammad (PBUH) is important to most Muslims.** | | | **Essential Knowledge & End Points**  -To recognise the Qur’an and identify it with Islam.  -To explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God).  -To make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr).  -To recognise some Muslims who have contributed to historical achievement.  -To identify the contribution of religious groups in society. | **Key Vocabulary**  Qur’an  Prayer mat  Ramadan  Id-ul Fitr  Human Rights  Ethics  Values  Humanist  Society | |
|  | **Knowledge** | | | **As theologians, we will...** | |
| **Session 1:** | Pupils will be able to recall the Muslim beliefs they remember about Allah from year three and the main artefacts they use during worship. | | | Explore Islamic beliefs and artefacts used during worship. | |
| **Session 2:** | Pupils will understand what the Qur’an, prayer mat, Qur’an stand and prayer beads are and how these link together. Pupils will be able to give suggestions for when, how, why they are used & which people use them and how each of artefacts should be treated with respect for example how they are handled, how they are stored etc. | | | Respect and understand how the Qur’an must be handled. | |
| **Session 3:** | Pupils will be able to connect the Qu’ran revelation to Muhammad (PBUH) by recalling the Night of Power story. | | | Explore the similarities and differences between how specific Muslim people celebrate. | |
| **Session 4:** | Pupils will be able to recall why many Muslims fast during Ramadan and what the celebration of Id-ul-Fitr is and how it’s celebrated. They will listen to a recording of a practice Muslims explain why Id-ul-this celebration for the Islamic faith. | | | Understand the importance of fasting of many Muslims, what this involves and the celebration of Id-u;-fitr noting the differences between how this can be celebrated amongst Muslim people. | |
| **Session 5:** | Pupils will recognise some of the Islamic individuals/groups that have contributed to historical achievement/influences in society in the past. For example:  -**Science -** Muslim scholars knew of many books written, not only by ancient Greek and Roman writers, but by Persian, Indian and Chinese writers too (e.g. famous caliph, **Al-Mamun**)  **-Maths -Al-Khwarazmi-** discovered the number zero. The numerals (1, 2, 3, 4) used in the Arab world were much easier to use than Roman numerals (I, II, III, IV).  - **Astronomy**- Muslims developed knowledge of astronomy. Over a hundred stars in the sky have Arabic names. They improved instruments of navigation, in particular the astrolabe. A primary motivation was to find the direction of the Kaaba in Mecca in order to pray facing in its direction.  **-Medicine -**The Islamic world housed some of the first and most advanced hospitals from the 8th century, notably in Baghdad and Cairo. (Al-Razi (Rhazes), ran the Baghdad hospital in the late 800s and early 900s, was the first author known to have written a book about children’s diseases).  **-Everyday life -** Hygiene and cleanliness was very important in the Muslim world. Muslims have to perform ritual washing (wudhu) before their five daily prayers. The Hadith (sayings of the Prophet Muhammad) states that cleanliness is half of faith. | | | Explore Muslim hero/ historical influencers and the impact other religious groups have on society. | |
| **Session 6:** | Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians. | | | Attend an Easter Service in our local church. | |

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|  | | **Year 4 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Builds on from: Yr.1/2: 8,15,16,** | | | **Key objectives**  Describe how people of religious/non-religious worldviews across 3 traditions respond to world poverty.  Identify what motivates people to give to charity  To consider the complexity of giving to charity and how sometimes it raises puzzling questions.  To consider whether it is always right to give to charity. | | **Key Vocabulary**  Almsgiving poverty  aid justice  Zakat equality  Ummah tithing  generosity charity  fellowship stewardship. | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will explore how we can make the world a fairer place and what this would look. They will understand what charity and love is and how these are similar and different. Children will learn that love is very hard to put into words. It is much easier to give examples of love being shown than to say exactly what love is. Children will look at ways in which people demonstrate love or give charity. They will explore about whether it is always right to give to charity and understand that sometimes it might be difficult to give eg Uncertainty of the source of where the money goes. They will think about what forms of charity there are eg donations of clothing, money etc and recall the charities they have heard of eg supported in your school, church, or home and how think about the areas of targeted support a charity might give to. | | | Use role play and our justification skills (taken from the Christian aid website) by becoming the grants committee for the Christian aid charity and rank bids in order of which have the best claim for charity and why *(For example, Foodbank in Manchester; An earthquake in Pakistan, Drought in Somalia, Poverty in Sudan, A medical education project in Bangladesh, A cyclone in Burma) hence exploring the difficulties and complexities people face in relation to charity.* | | |
| **Session 2:** | Children will learn why Christian Aid help people in need. ‘Christian Aid says it is wrong that some people in the world live in extreme poverty.’ They will understand that poverty is not just about not having enough money; it is about not having the power to control the essential things in your own life and the life of your community. Christian Aid works with others to end poverty – forever. | | | Research on lap tops and create notes as to why Christian Aid charities responses to world poverty, what motivates people to give to these charities and understand why these charities exist. | | |
| **Session 3:** | Children will learn the beliefs and charity of Humanists in relation to poverty. Humanists UK members give money and/or time generously and regularly to an average of 6 charities each.  Humanists tend to plan their giving rationally and selectively, but most also respond generously to emergency appeals and street collections. | | | Research either using laptops or p retrieving information from paper copies, how Christian Aid charities respond to world poverty, what motivates people to give to these charities and understand why Christian aid exists. | | |
| **Session 4:** | Children will acquire knowledge about the Islamic Relief Charity and how the teaching of Prophet Muhammad underpins this.They will learn that the Islamic Relief Charity’s aim is that together theywill inspire and enable people to respond rapidly to disasters and fight poverty through Islamic values, expertise and global reach. They will understand Muslim’s key values of compassion, justice, custodianship, sincerity and excellence – a critical part of our Islamic faith – inspire us each and every day to create positive change and remember the sanctity of life. | | | Create a mind map to demonstrate the Islamic Relief Charity responses to world poverty and why this charity exists. | | |
| **Session 5:** | Recap on knowledge from lesson 2, 3 and 4 and the research acquired by the children. | | | Create posters to show how different religious/ non religious world views respond to world poverty and share the posters with the rest of the class. Identify simarilties and difference between the charities discussed. | | |

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|  | | **Year 4 - Medium Term Planning - RE - Summer 2** | | | |  |
| **Prior Learning Links**  **Builds on from: Yr.1/2: 13,15** | | | **Essential Knowledge & End Points**  -To describe how people of religious/non-religious worldviews across 3 traditions respond to caring for the planet.  -To identify what motivates people to be involved in climate change action.  - To consider the complexity of caring for the earth and how sometimes it raises puzzling questions.  -To understand how important equality is to Sikhs and how they might respond to caring for the planet. | | **Key Vocabulary**  Climate change  Eco friendly  Places of worship  Waheguru  Creation  Equality  Community  Sustainable | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will recap what climate change is linking this to science and will think about what is special about the world that we live in and how we can look after it. Children will be introduced to Sālote, a seven-year-old witness from the frontlines of climate change and look at the effects of climate change drawing out the key issues and the complex problems this can cause. | | | Appreciate what climate change is and the problems it can cause. | | |
| **Session 2 and 3:** | Children will learn about different religions views on caring for our plant and global warming. In particular, they will look at Christian, Hindu and humanist views and explore the similarities and differences across and within beliefs and worldviews. | | | Explore how different religious views contrast and compare in relation to caring for our planet and environment. | | |
| **Session 4:** | Many Hindus are concerned with the damage that humans are doing to the Earth so will try to make the right choices regarding the environment. Many attempt to recycle and reduce their *carbon footprint*, and they may volunteer as part of their own personal dharma to ensure that they look after God’s creation. Many Hindus value the natural world provides, including vegetation, soil and trees and view the world’s resources as belonging to God. As a result of their belief in the importance of protecting the environment, many Hindus also take steps to protect animals. Some choose to be vegetarian as they practise *ahimsa*. Hindus believe that cows are sacred animals, and as a result they oppose their slaughter. Therefore, there is a global Hindu movement to protect cows. The majority of Christians believe God wants Christians to look after the world’s resources. Children will think about why might they believe God wanted people to look after the world’s resources and how do we try to look after the world’s resources today? Many Christians in relation to reducing climate change have looked at their own behaviours, join together in prayer and advocate.. It has become much more common today to pray in church for God’s creation and our own part in addressing climate change. Many humanists are supporters of Humanist Climate Action, which aims to promote environmental policies, support the work of other environmental campaigning groups, challenge beliefs that are not evidence-based and disinformation about environmental issues and encourages humanists to adopt greener lifestyles, following the best available scientific evidence. | | | Appreciate different religions viewpoints on how climate change and global warming can be prevented. | | |
| **Session 5:** | All members of the Sikh community are **seen as equal.** All individuals, regardless of gender, race, disability, class or wealth, should be treated with respect and dignity. Through their actions within the gurdwara and the local community, Sikhs show their belief in the oneness of humanity. Sikhs believe all humans stress to the full equality of human beings God is reflected in nature and is seen in the wonder of nature. Seva, the practice of selfless service, is a main tenet of Sikhism. Sikhs can perform seva by reducing carbon footprints, recycling, investing renewable energies and being mindful about where our food comes from. | | | Appreciate a Sikhs view on climate change and how they have responded to caring for the planet. | | |

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|  | **Year 5 - Medium Term Planning - RE – Autumn 1** | | |  | |
| **Prior Learning Links**  **Builds on from: Yr.3/4 -25,26** | | **Essential Knowledge & End Points**    -To begin to understand why the Qur’an is important to many Muslims.  -To Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message and explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.  -To understand almost all Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.  -To begin to describe how many Muslim worship shows devotion to Allah making reference to life at home and in the mosque | **Key Vocabulary**  Risalah Tawhid  Quran Transcendent  Eternal Shahada  Muhammad (pbuh)  Surah Immanent  Salah Opening: Al Fatihah  Bilal Free will  Sunni Shia  Jibril revealed | | |
|  | **Knowledge** | | | | **As theologians, we will...** |
| **Session 1:** | Children to share what they already know about Muslims and Islam. They will learn about who Muhammad (pbuh) was, look at when and where he lived, what he did for a living, who he was married to, etc. Children to think about why such a seemingly ordinary man was important. Look at the story of Muhammad’s revelations from the angel Gabriel and how these revelations formed the Islamic holy book, the Qur’an. Children to think about how Muhammad’s life would have changed after these events and how do you think he felt when he realised that he was a messenger of God? Children will learn that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message and explain how Muslims believe that Muhammad (pbuh) is the last and final prophet. | | | | Reflect on Muhammad’s first encounter with the angel Gabriel and think about how he would have felt, what he would have done and any questions he might have had about the future. |
| **Session 2:** | Children to recall the story of how the Qur’an was revealed to Muhammad and think about why God chose him to be a prophet? Children to think about what Muhammad was like, including his looks, personality and morals. They will understand about what happened to Muhammad after the first revelation in the cave: his persecution, friends and followers, and his death and think about how he changed history. Children will be taught that the Qur’an is arranged in 114 surah; given by the angel Jibril to Mohammad in Arabic so it is read in Arabic and not translatable. They will explore how and why Muslims show respect for the Qur’an and understand that Muhammad was the final revelation of Allah, and they are meant to follow his example e.g. fasting, prayer, Shahadah, kindness. | | | | Appreciate that Muhammad is a man who changed history and reflect on others who have also changed history comparing and contrasting these to Muhammed. |
| **Session 3:** | Children to understand that Allah is involved in society; but is also transcendent & eternal. Obedience to Allah is a Muslims duty. Muslims believe that there is only one God, who is not divided in any way: Allah Himself witnesses that there is no God except Him. (Qur’an 3:18). Declaring that Allah is the only God is the first part of the shahadah. Allah is seen as all merciful, powerful and transcendent. Immanent - Allah is close to every human and within all things on Earth. Allah sent prophets to remind people who forgot the original message of tawhid (oneness of Allah) to turn away from sin. Children will make links with the Prophets in the Bible and understand that Muslims believe the word of Allah found in the Qur’an helps them get to know and submit to him. | | | | Recall ways in which Allah us involved in society and how Muslim worship shows devotion to Allah. |
| **Session 4:** | Children to recall how Muslims show respect for the Quran. By: 1. washing before reading, 2. storing it in a high shelf, 3. wrapping it in silk, 4. never place on floor, 5. what happens to worn out Qur’ans, 6. Some Muslims learn it by heart.7. Qur’an is chanted aloud; 8. Often bound in leather 9. Obedience to the Qur’an is very important to Muslims. It is read in Arabic and not translatable. Children to understand how the Qur’an is used in Mosques. 5 prophets are mentioned in Quran. Children will understand that the prophet Muhammad is known as God’s messenger or the seal of the prophets. Born in Makkah, he is highly regarded by Muslims that they say "Peace be upon him" (pbuh) whenever they say or write his name. The prophets all taught monotheism and encouraged people to turn away from sin. Muhammad (PBUH) received the Muslim holy book, the Qur’an. The prophets performed miracles, which proved they really were prophets. All of the prophets are considered to be equal. | | | | Appreciate how and why Muslims show respect for the Quran by writing a list of instructions of how to handle it. |
| **Session 5:** | Children to explore the question-Why does Allah allow Muslims to do wrong by discussing the following quote ‘God does not change the conditions of a people for the worse unless they change what is in themselves.’ Qur’an 13:11. Children to consider the following statements, ‘Most Sunni Muslims believe that Allah has made it impossible for them to choose anything other than what he has chosen’. ‘Some Sunnis believe God has already predetermined everything that will happen in the universe’. ‘Most Shi'a Muslims believe that Allah has ultimate control of the world, but people’s lives are down to their free will.’ Identify the diversity in belief here and rewrite in own words. Debate the answer to the question- Why does Allah allow Muslims to do wrong? | | | | Appreciate and debate the answer to the question- Why does Allah allow Muslims to do wrong? |
| **Session 6:** | Reverend Ian Enticott and Nick Blackmore to deliver a Harvest service that looks at what we celebrate Harvest and the importance of it to Christians. | | | | Participate in Harvest celebration in church. |

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|  | | **Year 5 - Medium Term Planning - RE - Autumn 2** | | | |  |
| **Prior Learning Links**  **Christianity/Other Recap all class can remember about the** **Bible** | | | **Essential Knowledge & End Points**  -To explain using key texts, (e.g. parables, miracles, teaching) the Christian idea of the ‘Kingdom of God’ and how Christians seek to live to advance the Kingdom on earth.  Example key texts: Beatitudes; The Lord’s Prayer; Jesus’ Temptations; Parables of the Kingdom. | **Key Vocabulary**  Truth sources  Bible confess  Kingdom of God Lord’s Prayer  Parables Temptations  Bhagavad Sermon on Mount  Gita Beatitudes  Old testament New testament | | |
|  | **Knowledge** | | | | **As theologians, we will...** | |
| **Session 1:** | Children to understand what the word truth means. Children will be taught the importance of ensuring the truth is told and look at different scenarios that involve being truthful and what could happen if weren’t honest. Children to think more deeply by asking if they different statements are truth according to scientific or religious belief. Children to explore whether all religious people from a Christian faith (different denominations) have the same interpretation of ‘truth’. | | | | Discuss what the difference is between knowing something to be true and believing something to be true. | |
| **Session 2:** | Children to learn about how the Bible helps Christians to live Teach the children the big overview/big story of the bible  Use this video from JB Gill (Formerly JLS) to consider how one person might use the Bible to live. Create a list with the children about what JB Gill thinks about the Bible, list the ways the Bible is explained and how it helps Christians to live. Explain that Proverbs 3V5-6 is JB Gills favourite verse. Children will think about what it means and will interpret this. Compare and contrast the differences with how Catholic Friar Brother Loarne thinks about the Bible. | | | | Explore a range of Bible quotes and think about how these might influence Christians and what they say about how we should live our lives. | |
| **Session 3:** | Children to look at pictures of the Big Frieze and how this relates to God’s Big Story. They will look in detail at the following panels and explore the messages and meanings behind each: 1-Creation-The Beginning 2-The fall of Adam and humanity becoming conscious of good and evil. 3 and 4- People of God 5-Incarnation 6-Gospel 7-Salvation 8-The Kingdom of God. | | | | Understand God’s Big Story. | |
| **Session 4:** | Children to understand how The Sermon on the Mount is a summary of how a Christian should live. Jesus was speaking to an audience in 1st Century Galilee. Some of the circumstances and practices that his audience took part in have changed but the way people treated one another, their attitudes and behaviours can still be seen in the way people live today. Children to look at different verses in Matthew 5-7Jesus’ teaching from the ‘Sermon on the Mount (discuss their meanings). Children to make links to the properties of light and salt to aid understanding. Children to discuss with the children how the verses from the ‘Sermon on the Mount’ can help people to follow Jesus and explain how Jesus wanted Christians to live out each verse in their lives. | | | | Explore the ‘salt and light verses through drama and art designs. | |
| **Session 5:** | Children to explore the Kingdom parables-The wise and foolish builders, The parable of the mustard seed and The parable of the hidden treasure. Children to read different versions (e.g. NIV or Message versions) of the parable stories. Discuss with the children which key features feature in all versions and how these are important to Christians. Children to think about if there is enough guidance in a single phrase to influence the life of a Christian and think about what Jesus was trying to say. Children to think about whether these statements are still relevant today in modern day life. | | | | Explore what the stories from the Kings Parables may mean to many Christians. | |

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|  | | **Year 5 - Medium Term Planning - RE – Spring 1** | | | |  |
| **Prior Learning Links**  **Builds on Year 3/4 -35,38 (end of key stage statements)** | | | **Essential Knowledge & End Points**  -To be able to describe various forms of worship that happen in the Hindu Temple and at home, including puja.  - To be able to identify key Hindu symbols and their meaning e.g. Aum, Swastika.  -To be able to outline some of the stories of Vishnu, Rama and Sita.  -To be able to explain how the stories of Vishnu, Rama and Sita are significant for most Hindus.  -To be able to describe how and why some Hindus may celebrate Diwali and Holi. | **Key Vocabulary**  Aum Puja  Swastika Diwali  Rama Holi  Sita Prahlad  Vishnu Durga  Brahman Puja  Santana Dharma  Sanskrit | | |
|  | **Knowledge** | | | | **As theologians, we will...** | |
| **Session 1:** | Children will understand that Hinduism is a religion which has fused many different traditions and practices. In Hinduism, ‘dharma’ means duty, religion, virtue and morality; it is a central part of a Hindu’s daily life. Hindus believe that there are right and wrong ways to behave so they must behave correctly, follow the moral law and take their duties seriously .Children will look at some examples of what following Dharma is. Hindus believe that following their dharma allows them to feel happy and live a rewarding life. If a Hindu follows the dharma, they can expect to be reincarnated into a higher form in the next life or good luck will come their way. | | | | Understand what Dharma means and by who and how it’s followed. | |
| **Session 2:** | Children will be taught that Hindus have many Gods but their one true God is Brahman as who is the foundation of all life. The Gods of Hinduism are different expressions of Brahman. Hindus believe that Brahman is comprised of three main forms, known as the Trimurti: Brahma, the creator, Vishnu, the preserver and Shiva, the destroyer. The Tridev**i** are goddesses who are equally important- Saraswati, Lakshmi and Shakti.  Children will look at Hindu Gods and learn what they are the God for and what their appearance is like. They will learn that there is no one way to be a Hindu, but all share beliefs such as Dharma, moksha, reincarnation and that truth is eternal. | | | | Explore the roles of the different Hindu Gods. | |
| **Session 3:** | Children will watch the story of Rama and Sita and will understand that Rama and Sita were good people. Rama was a persistent, brave and compassionate husband, who protected his loyal devoted wife. The children will understand that Hindus see the God and Goddess Rama and Sita as role models because they represent protection, loyalty and kindness. | | | | Explore and retell the story about Rama and Sita and explain why they are important to Hindus. | |
| **Session 4:** | Children will understand that Diwali is the Hindu ‘festival of lights’ which celebrates the New Year and honours **Lakshmi**. Lamps are lit to help Lakshmi find her way into people’s homes and Hindu’s celebrate the story of the return of **Rama** and **Sita** to Rama’s kingdom after fourteen years of exile. During Diwali, Hindus will spring clean, wear new clothes, exchange gifts, have fireworks, prepare festive meals and is a tranquil, family orientated event.  Rangoli are drawn on the floors of the house. These are patterns and the most popular subject is the lotus flower. The festival celebrates the victory of good over evil, light over darkness and knowledge over ignorance. | | | | Appreciate what Diwali is, when it is celebrated, who celebrates it, how it is celebrated and what the meaning of it is. | |
| **Session 5:** | Children will understand that Holi is a Hindu festival that celebrates spring, love, and new life. Some families hold religious ceremonies, but for many Holi is more a time for fun with dancing, singing, and chaotically throwing of powder paint and coloured water. Holi is about Hindu god Krishna and the legend of Holika and Prahlad, known as the "festival of colour" and it is based on the story of Holika & Prahlad defeating the wicked king Hiranyakashipu. | | | | Explore comparisons and contrasts between Holi and Diwali. | |

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|  | | **Year 5 - Medium Term Planning - RE - Spring 2** | | | |  | |
| **Prior Learning Links**  **Recap Y3/4- Their understanding of how Christians view God, the significance of the Holy Trinity has and what this comprises of, the key events of the Easter story and why this celebrated still by Christians. In addition, they will build upon their knowledge of different types of church and how worship differs.** | | | **Essential Knowledge & End Points**  -To describe what people can learn from Jesus’ baptism story about how Christians view the different roles of God.  -To describe the roles of the Father, the Son and Holy Spirit  -To suggest how and why the Holy Spirit has become an influence in a Christian’s understanding of God and how it’s involved in believers’ and infant baptism.  -To be able to apply their own ideas about God thoughtfully and respectfully and express religious beliefs in styles & words used by believers & suggest what they mean.  -To describe 3 examples where the Holy Spirit is expressed in symbolic form in art  -To describe and explain that Christians believe: God sent Jesus into the world to ‘save his people from their sins’  -To explain the differences and similarities between the communities studied and what they mean to those who belong there.  -To be able to give their own personal views of how worship may/may not be helpful to people and say why they think as they do. | | **Key Vocabulary** | | |
| Reconciliation  Sacrifice  Salvation  Worship | | Trinity  Humanist  Islam  Iconography |
|  | **Knowledge** | | | **As theologians, we will...** | | | |
| **Session 1:** | Pupils will be taught that Christians believe in the Trinity: God as Father, Son, and Holy Spirit and that it is important to realise that this does not mean that Christians believe in three gods. Pupils will understand that God took human form as Jesus Christ, that people can know God the Father in Heaven and that God is present today through the work of the Holy Spirit.  Pupils will look at different trinity sculptures (Annie Henry, Gubilini, and Simon Forstner). Pupils will consider different aspects or characteristics of different parts of the trinity and how these could be represented separately and then think about how to represent them all in one figure. | | | Appreciate how the Trinity is important for some Christians. | | | |
| **Session 2:** | Pupils will learn that there are many diverse forms of worship (art- colour, music-songs, chants/ instruments and literature) and will explore how expressions of worship in Christianity, Islam and Judaism have changed over time and can be used to express religious beliefs .Pupil will explore how the actual building the religion is worshipped in and how the different artefacts that are found inside/ the decoration of these buildings effect worship. | | | Explore how music, art and literature is used during worship within the religions of Islam, Judaism and Christianity and how this has changed over time. | | | |
| **Session 3:** | Pupils will look at and discuss photographs/ videos of infant and believer’s baptism and identify items used in both baptisms: e.g. robes; cards; candles; gifts; certificates; towel and explore what role the Holy Spirit plays in each of these two events. Pupils will explore the use of water in both baptisms and how this symbolises the father, son and holy spirit. Pupils will learn what people can learn from Jesus’ baptism story about how Christians view the different roles of God and how John the Baptist used water to wash away bad things and start again symbolically ‘clean’. | | | Understand the significance of the Holy Spirit in relation to the two forms of Christian baptism. | | | |
| **Session 4:** | Pupils will explore the question does worship make you happy? Pupils will recap what Humanist/non-religious worldview ideas about there being no God, what their beliefs are, understand why they don’t have places of worship and be able to explain what makes them happy. | | | Raise questions based on the religions we know about: ‘Do you think worship makes you happy?’ ‘What difference could worship make to you?’ ‘Do you believe in the power of worship?’ ‘What is worship like in school?’ ‘Is it different from being in a place of worship?’ | | | |
| **Session 5:** | Pupils will recall the key events of the Easter story and understand why this celebrated still by Christians today. Pupils will learn that for Christians, Jesus’ life, death and resurrection is the culmination of this. Pupils will understand that his death is seen by Christians as a sacrifice, the supreme example of God’s love for people, and the model for Christian living. | | | Understand how the Easter story demonstrates the importance of salvations, resurrection and why it’s still celebrated by Christians today. | | | |
| **Session 6:** | Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians. | | | Attend an Easter Service in our local church. | | | |

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|  | | **Year 5 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Yr. 3/4 - Statements 20,21,27,31** | | | **Essential Knowledge & End Points**  - To understand that many Christians believe that the God made the world.  -To identify theories of evolution which are related to the origin of the world.  -To compare and contrast poetic language in the Genesis accounts of creation with accounts of evolution.  -To recognise some of the beliefs about the beginning of the world that many Christians believe. | | **Key Vocabulary**  God Creation  Big Bang Cosmology  Metaphor Faith  Science Evolution  Atom Atheist  Agnostic Christian | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to look at different images that relate to creation and listen to music ‘Planets’ by Holst thinking about how the world began. Children will understand that Atheism is not an affirmative belief that there is no God nor does it answer any other question about what a person believes. It is simply a rejection of the assertion that there are Gods. | | | Explore the creation story. | | |
| **Session 2:** | Read Genesis 1:1–2:3 to the children. Explain that some Christians believe that the account of Genesis is literally true whereas others see it as a poetry account, or an extended metaphor. Some believe the scientific account explains how the universe came into being, while they believe religion as why It came into being. Therefore, children will become aware that there are many scientists who are also Christians. | | | Appreciate the purpose and meaning of Genesis 1 to many Christians. | | |
| **Session 3:** | The children in pairs will tell each other a story they are familiar with for example the three little pigs. Child A tells the story to child B & then they swop roles. The children will think about whether they both told the story in exactly the same way and think about why this is/ isn’t the case. The children understand that the book of Genesis in the Bible is an account of how the Jews/Christians believe God made the world but there are 2 versions. The children will read both versions as a class together- - Genesis 1:1- 2:4a and chapter 2:4b-25. | | | Discuss and raise questions the following questions: What questions can we ask about these texts? Do these accounts say anything to people about God?  What do they say about where everything started or began?  What do these accounts tell us about human beings?  How did human life begin? | | |
| **Session 4:** | Re read the Genesis stories from last lesson again and recall any similarities and differences between the two texts. | | | Explore similarities and differences in the Genesis stories. | | |
| **Session 5:** | Read Genesis 1 translation ‘The Message’. This is set out as a poem. How do we know it is poem? There are repeated phrases? What do they suggest is important? Explain that people (including Christians) disagree about the genre and purpose of Genesis. E.g. Some people think that Genesis 1 cannot be true because the scientific account contradicts it, but that depends how you interpret Genesis. | | | Raise questions about Genesis and how it’s linked to science. | | |
| **Session 6:** | Children will watch a simple version of the scientific ‘big bang theory’. Then children will look at the following differing views about creation 1. One enormously giant complicated machine mixed many components together and it just started by chance. 2. As we find out more about creation, I become even more sure God made the world;’ 3. A big bang of atoms colliding out in space started the world’; 4. The Bible says the world was created by God. 5. God created the world through a big bang out in space. 6. We are all here purely through an evolution process. Children to now think about what their thoughts are now on the beginning of the world? Did God make it or was it a big bang? | | | Explore viewpoints of the ‘Big Bang theory.’ | | |

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|  | | **Year 5 - Medium Term Planning - RE - Summer 2** | | | |  |
| **Prior Learning Links**  **Builds on from: Yr.3/4 -25,26** | | | **Essential Knowledge & End Points**  - To understand that a Pilgrimage is a sacred journey undertaken for spiritual purposes.  -To explore and investigate the places pilgrims visit and the reasons why.  - To understand how a journey/pilgrimage affects lives and a relationship with God.  -To investigate and explore why particular journeys (not called pilgrimage) might have a special significance for us. | | **Key Vocabulary**  pilgrimage pilgrim  spiritual sacred  journey penance  forgiveness ritual  community umma  worship prayer  Haij Ganges  Lourdes Camino de Santiago | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to bring a photo of a special place that they visit often e.g., weekly, monthly, or yearly. Children will understand what a journey is and share the journeys they have made, near or far and what the reason for their journey was e.g., going to school, going on holiday, visiting a relative etc. Using their picture the children will share their special place with a partner thinking about the questions Where? When? Why? Who? Explain that in the next few weeks they will be looking at journeys that may be close to home, further away or even another country; planned and have a special significance. Children to be taught what we mean by the word pilgrimage. They will understand that Christians, Jews and Muslims all make pilgrimages to places to enhance enhance their spiritual lives, to draw them closer to God, to confess and repent for wrongdoing, to say thank you, to ask for help. The pilgrimage may be to a holy site to show worship or devotion. Pilgrimages are seen as places where God seems especially present. They will understand that pilgrimage is usually for spiritual reasons, but not always. They will consider special journeys that they make, explaining why they go to particular places and how the visit makes them feel/the changes that visiting a particular place may bring about. | | | Understand what a pilgrimage is, why and by which religions they are made, what the destination of these may be and the effects that people want the pilgrimage to have. | | |
| **Session 2:** | Children to learn about Sara, 11 who describes how the Fifth Pillar of Islam and how the pilgrimage to Makkah has an impact on Muslims. The children will understand that the pilgrimage has to be well planned and Hajj brings 4 million Muslims together which can be a very spiritual experience. | | | Appreciate the rituals that are followed in a pilgrimage to Makkah, artefacts used, the impact it has on Muslim people and their relationship with Allah. | | |
| **Session 3:** | Children to learn about Dalia 14 who talks about her trip to Jerusalem. Children will see her visit the Western Wall in the old city and understand that this is where Jewish people come to post message to God. Children identify what is important to Dalia about her pilgrimage. | | | Explore the key aspects of a Jewish pilgrimage to Jerusalem, why it’s important and deduce comparisons of this to an Islamic pilgrimage to Makkah. | | |
| **Session 4 and 5:** | Children to look at pictures of artefacts that relate to the story of the Christian pilgrimage to the Bernadette of Lourdes, The children will use What, Where, Why, When, Who enquiry questions and in small groups research various places of Christian Pilgrimage e.g., Lourdes, Canterbury, Jerusalem, Rome, Walsingham, The Two Saints Way. They will then share their findings with the rest of the class and have a discussion about the comparisons they have noted between Islamic, Jewish and Christian pilgrimages. | | | Explore Christian pilgrimages and their importance. | | |
| **Session 6:** | Children will recap what they have learnt about Islamic, Jewish and Christian pilgrimages and what these are important to people. | | | Explore our own viewpoints on pilgrimage and provide reasons to justify our views. | | |

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|  | | **Year 6 - Medium Term Planning - RE - Autumn 1** | | | |  |
| **Prior Learning Links**  **Yr 3 and 4 , 35, 39 and 40** | | | **Essential Knowledge & End Points**  -To be able to understand the concepts of actions, consequences and forgiveness and how these interlink.  -To be able to analyse what most Hindus believe about reincarnation, vegetarianism and caring for the environment.  - To be able to explain the Hindu idea of ‘Karma’ and how actions have consequences.  -To be able to compare and contrast Hindu values with other religions and non-religious viewpoints previously studied. | | **Key Vocabulary**  Reincarnation Puja  Karma Life after death Vegetarianism  Mandir Atman  Samsara Moksha  Namaste Ghandi | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to understand what it means to be a good person and how they can be good people. Children to be taught that a consequence is a result or an effect of our actions. We normally see it as something negative but sometimes consequences can be positive too! It all depends on the action that we have performed. One of the true facts of life is that people make mistakes and we get things wrong. Sometimes we do something that is harmful to other people. Sometimes we say something that hurts someone else. Sometimes people do these things deliberately, most of the time this is an accident. But either way, they have consequences for other people. One of the true facts of life is that people make mistakes and we get things wrong. Sometimes we do something that is harmful to other people. Sometimes we say something that hurts someone else. Sometimes people do these things deliberately, most of the time this is an accident. But either way, they have consequences for other people. | | | Reflect on what we could forgive. | | |
| **Session 2:** | Hindus believe in a concept called Karma. Karma is the total of a person’s actions, which decides on how good or bad their future lives will be. If a person has been good, they will be rewarded with a positive afterlife and given the opportunity to try to reach moksha. If a person has been bad, they will be punished in their next life and will have to work hard to go back up in the hierarchy. | | | Appreciate the cycle of life, death and rebirth for someone with bad karma.  and the cycle of life, death and rebirth for someone with goodkarma, including the final stage of reaching moksha | | |
| **Session 3:** | Children will explore the traditions and beliefs of the Hindu faith. They will understand the nine main beliefs of Hindu Dharma: 1. BRAHMAN - 2. VEDAS 3. SAMSARA. 4. KARMA 5. 6. MOKSHA 7. ARTHA 8. AHIMSA - VEGETARIANISM 9. RESPECT Hindus strive to achieve dharma, which is a code of living that emphasizes good conduct and moral righteousness. Children will recall duties that they think a person they know well may have performed during a day that show good conduct and think about how these are important. Children to learn that duties that change at different stages in life. | | | Explore why ideas of reincarnation, karma and moksha are important to Hindus. Understand how these beliefs might affect the way a Hindu lives their life. | | |
| **Session 4:** | Humanism is a belief system that does not believe in any form of God or higher being. They believe that we only get one life and we should live it in a way that makes us (and others) happy. They follow the scientific explanation of how the world was created and they base their moral decision (sense of right and wrong) on how it impacts other people and the environment. Humanists believe that we only get one life and that we should live it in a way that makes us happy. They do not believe that there is life after death- when we die, we die and that is it. | | | Appreciate and be able to compare and contrast Hindu, Christian and humanists views and values on the afterlife. | | |
| **Session 5:** | Children to understand that many Christians believe in the resurrection:coming back to life after death. For many Christians, this is often referring to Jesus coming back to life after His death on the cross. Christians believe that Jesus resurrected after his death on the cross. Many other people have questioned whether that is even possible. Children to explore both sides, debate and reach our own conclusions by conducting our own investigation into the death and resurrection of Jesus. | | | Appreciate and be able to compare and contrast Hindu, Christian and humanists views and values on the afterlife. | | |
| **Session 6:** | Reverend Ian Enticott and Nick Blackmore to deliver a Harvest service that looks at what we celebrate Harvest and the importance of it to Christians. | | | Participate in Harvest celebrations at Church. | | |

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|  | | **Year 6 - Medium Term Planning - RE - Autumn 2** | | | |  |
| **Prior Learning Links**  **Yr 3 and 4 , 35, 39 and 40** | | | **Essential Knowledge & End Points**  -To understand how the world was created and that why bad things sometimes happen.  -To recall the Hindu creation story.  -To recall the Islamic creation story.  -To recall the Christian creation story.  -To be able to compare and contrast the Hindu, Christian and Islamic creation stories. | | **Key Vocabulary**  **Omnipotent Cobra**  **Omniscient Vishnu**  **Omnibenevolent Lotus**  **Just Serpent**  **Hindu Brahma**  **Creation Paradise** | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | The world we live in is a very complex place, full of incredible places, people and things. However, we also know that there are some bad things in the world. What are some of the bad things that exist in the world? Children to be taught the definitions of the following words: Omnipotent- If God is powerful, He could stop these bad things from happening. Omniscient- If God knows everything, then He would know what is going to happen and stop it. Omnibenevolent- If God is loving, he would not want us to experience bad things. Just- God is meant to be fair but lots of times when bad things happen, it isn’t fair. One of the big questions that people ask about creation is why bad things happen. This becomes even more complicated when we think that a God has designed and created it. Why would somebody make something with bad things in it? This challenges what people think about God and creation. | | | Explore how does the existence of bad things make people question what God is like? | | |
| **Session 2:** | Children to understand that Hinduism has many myths and legends. Most of the Gods in these legends are forms of the same three Gods. Children to understand that before time began there was no heaven, no Earth and no space between. A giant cobra floated on the nothingness and asleep in its coils was the deity Vishnu. A sound (‘om) began to fill the nothingness and woke Vishnu. As Vishnu woke, a magnificent lotus flower grew from his navel. Vishnu commanded Brahma to create the world. Then a wind swept the waters and Vishnu and the serpent vanished. Brahms spit the lotus flower into three. He made one part in to the heavens. He made another part into the Earth and the third created the sky. The Earth was bare. Brahma created grass, flowers, trees and plants. Next he created he animals and insets, birds and fish, To all these creatures he gave the sense of touch and smell. He gave them pour to see, hear and move. | | | Explore and recall the Hindu creation story. | | |
| **Session 3:** | Children to understand that different religions have different views with regards to the creation story. Children will recall the Christian creation story and learn this is found in the book of Genesis in the Old Testament. They will understand that the Jewish community also follow the same creation story as Christians. Day one-God created day and night. Day two-God created the sky. Day three God separated the land and water. Day four-God created the moon, stars and sun. Day five-God created the birds and fish. Day six-God created the animals, man and woman. Day Seven-God rested. | | | Explore and recall the Christian creation story. | | |
| **Session 4:** | Children will learn that Muslims believe that the holy book of the Qur’an teaches that Allah created everything. Muslims believe before time existed there was nothing but Allah. Allah only has to say ‘**be**’ and it is. Allah said **‘be’** and created the world and the heavens. He made all the creatures, ones that could walk, crawl, swim and fly on the planet. Allah made the angels next, the sun, moon and lots of moons and planets way beyond earth. The Quran said the Allah poured down the rain in torrents and the Allah ordered the angels to go to the earth and bring back seven handfuls of soil al different colours from which he could model man. He moulded these into man and breathed life and power into him. His name was Adam and Allah took him to paradise. In paradise Allah made the first woman from Adam ribs. The sun, moon and stars shone light onto earth and warmed it up. Earth was a good place to live. | | | Explore and recall the Islamic creation story. | | |
| **Session 5:** | Revisit the Christian and Islamic creation stories recalling the main points in each and discuss comparisons and contrast between the two. | | | Explore the similarities and differences between the Christian and Islamic creation stories. | | |

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|  | | **Year 6 - Medium Term Planning - RE - Spring 1** | | | |  |
| **Prior Learning Links**  **Building on aspects covered in years 1-5 that relate to ‘The Fall’ and creation.** | | | **Essential Knowledge & End Points**  **Bible Explorers**  -To explore aspects of ‘God’ ‘Creation’ and the ‘Fall.’ However, the scheme concentrates most time on the core concept ‘People of God’.  - To lead the children chronologically all the way from Creation, following the Patriarchs, Moses, Joshua, Judges, and Kings through to the prophets and how God’s people are awaiting their Saviour. | | **Key Vocabulary**  Creation  Fall Flood  Nations Abraham  Isaac Jacob  Joseph  Moses  Passover Law  Tabernacle Offering Feasts Counting  Spying Wandering  Dying Second Law  Joshua Divide  Conquer 12 Tribes  Judges Deborah  Gideon Samson  Loving Ruth | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1 and 2:** | Pupils will begin to look at the Life of Christ and explore the relevant geography and world history of the Old and New Testaments. They will learn about birth, baptism and early ministry of Jesus and the events that were prepared for the arrival of the promised Messiah. The children will learn the events in the early part of Jesus’ life and ministry and explain the meaning of the word Gospel. They will learn about the place of Incarnation and the Messiah within the Big Story of the Bible understanding that Jesus is the Messiah. | | | Explore how the Messiah makes sense in the wider story of the Bible and how he makes a difference in people's lives. | | |
| **Session 3 :** | The children will learn the significant events in the life of Moses from the books of Exodus, Leviticus, Numbers and Deuteronomy. They will understand the storyline if the first 5 books of the Torah and learn about the festival of Passover. They will learn that God gave the Israelites the 10 commandments and reflect on how they may make a difference to the world today | | | Appreciate why Passover is celebrated still today and reflect on how the 10 commandments given to the Israelites by God make a difference to the world today | | |
| **Session 4 and 5:** | The children will learn about the storyline of the book of Joshua and look at when and how the people of Israel finally enter the Promised Land. They will learn about the three most prominent Biblical judges: Deborah, Gideon and Samson and also looks a Ruth’s whose story is also found in the time of the Judges | | | Understand the cycle of events that kept happening during the Book of Judges and how God helped his people during this time. | | |

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|  | | **Year 6 - Medium Term Planning - RE - Spring 2** | | | |  |
| **Prior Learning Links**  **Building on aspects covered in years 1-5 that relate to ‘The Fall’ and creation.** | | | **Essential Knowledge & End Points**  **Bible Explorers**  -To explore aspects of ‘God’ ‘Creation’ and the ‘Fall.’ However, the scheme concentrates most time on the core concept ‘People of God’.  - To lead the children chronologically all the way from Creation, following the Patriarchs, Moses, Joshua, Judges, and Kings through to the prophets and how God’s people are awaiting their Saviour. | | **Key Vocabulary**  Samuel  Saul  David  Whole/ Half/ No Heart  Solomon  Divided  Kingdom  Prophets  Israel  Scattered  Judah  Exiled | | Returned Zerubbabel  Temple  Esther  Queen Ezra  Nehemiah |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1 and 2:** | Pupils will learn the rule of the Kings as the 12 tribes of Israel unite, through the two books of Samuel  Children will be taught about the divide in the Kingdom after the reign of Solomon, through the book of 1 Kings and why God sent prophets to speak to the people of Israel and Judah Pupils will recall the storyline of the Old Testament, from the time of the United Kingdom of Israel to the time it becomes a divided Kingdom and splits into two and look at the similarities and differences between the Kings: Saul, David and Solomon. They will be taught that the Book of Psalms is a book of poems and songs - many written by David. They will learn that the word “prophet” means person regarded as an inspired teacher or proclaimer of the will of God and recall examples in the Old Testament. | | | Appreciate and explore stories from the Old Testament and these connect to ‘God,’ ‘Creation’ and the ‘Fall’ | | |
| **Session 3 and 4:** | The children will learn about the latter stages of the Old Testament and look through the Book of 2 Kings. They will learn what happens to people as they return to Israel after exile. They will learn about the story of Esther and look at ways this links to the Jewish festival of Purim. | | | Appreciate how faith/belief in the Bible influences daily life for Jews/Christians. | | |
| **Session 5*:*** | Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians. | | | Attend an Easter Service at a local Church. | | |

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|  | | **Year 6 - Medium Term Planning - RE - Summer 1 and 2 (due to SATs, end of year play and transition to secondary to school)** | | | |  |
| **Prior Learning Links**  **Building on KS2 knowledge of the world’s different religions.** | | | **Essential Knowledge & End Points**  -To be able to explain why people may follow/ don’t follow a religion  -To identify humanist thinkers and recall their beliefs.  -To be able to recall ways religion has impacted on historical events.  -To explore spiritual art in religion. | | **Key Vocabulary**  **Belief system**  **Faith**  **Evidence**  **Humanism**  **Diversity** | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to learn that there are the 6 largest world religions: Buddhism, Christianity, Hindu Dharma, Islam, Judaism and Sikhism. However, there is over 10,000 religions that are followed and celebrated across the world. Being a religious believer in the 21st century is a rich, diverse and complicated experience. In 2024, almost 85% of the world’s population is linked to a religion. This number may seem shocking, particularly considering we tend to think of the world as not being as religious as it has been in other times in history. | | | Understand why people follow/ don’t follow a religion and why the percentage is considerably high in the 21st century. | | |
| **Session 2:** | Children to be taught that not all people follow a religion. However, many other people follow a belief system. This means that they have a number of principles and values that are important to them and they follow these throughout their lives to help them be good people and live good lives. Humanism is a belief system that was formally created about 140 years ago but some of its ideas and beliefs have been in existence for thousands of years. It has a rich history across many global societies and some of the most influential figures in the world have contributed to the belief system that has now become humanism! The big difference between humanism and a religion, such as Christianity, is that humanism absolutely denies the existence of a God and anything that goes alongside that, for example, an afterlife. They are an evidence-based belief system, focusing on scientific evidence to shape their belief system. | | | Identify all of the humanist thinkers and be able to put these into chronological order to create a timeline of the history of humanism. | | |
| **Session 3: and 4** | Children to learn that lots of key historical events have been impacted in some way by religion. In some cases, organised religions have influenced events in world history. In other cases, it has been individuals who have used their faith as their motivation to do things that have changed the world. Children will understand and look in detail at how events such as The Construction of the Egyptian Pyramids, The Crusades, The Spread of Christianity in Ancient Rome, The Islamic Golden Age, The Protestant Reformation, The Civil Rights Movement in the USA and The Salem Witch Trials have all been impacted by religion. | | | Recall two events in history that were impacted due to religion and appreciate whether this was a positive or negative impact. | | |
| **Session 5-8:** | Children to participate in Spirited Art competition, run each year by NATRE. The children will explore different topics and themes and through drawing/painting, modelling, poetry, music, drama and dance create work that reflects their knowledge on a specific area. | | | Appreciate spiritual art and be able to express this is a variety of forms | | |