

Curriculum Map

RE

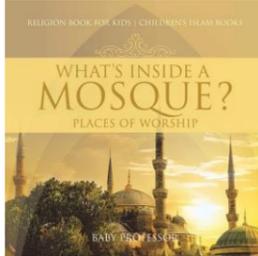
NOTE: The RE curriculum is planned on a two year rolling programme in KS1 and a three-year programme for Years 3,4 and 5. Year 6 is a stand-alone class so has its unique programme

Year	YEAR B EYFS		
	<p>Autumn</p> <p>Why is the word God so important to Christians? (UC)</p> <p>Incarnation</p> <p>How do we celebrate Jesus birthday? (CB)</p>	<p>Spring</p> <p>What does it mean to be Jewish?</p> <p>Salvation</p> <p>Easter- New life (QRE)</p>	<p>Summer</p> <p>Jesus was special (QRE)</p> <p>What makes a place special? (CB)</p>
Class One	Links to previous learning	Links to previous learning	Links to previous learning
	Knowledge	Knowledge	Knowledge
	<p>Why is the word God so important to Christians?</p> <p>I know For Christians the word ‘God’ is important as the name of someone very important</p> <p>I know that Christians believe God created the world.</p> <p>I know A church is a Christian place of worship.</p> <p>I know The Lords prayer is special to Christians.</p> <p>I know we say thank you at Harvest.</p> <p>I know the Bible is a special book for Christians.</p>	<p>What does it mean to be Jewish?</p> <p>I know that there are many different religions.</p> <p>I know that Judaism is a religion.</p> <p>I know that Shabbat is the holy day for Jewish people.</p> <p>I know the names of some religious festivals.</p>	<p>Jesus was special</p> <p>I know that the stories of Jesus miracles are found in the Gospels in the New Testament.</p> <p>I know Christians believe that the miracles reveal Jesus as the Son of God</p>
	<p>How do we celebrate Jesus birthday? (CB)</p> <p>I know Christmas is the celebration of Jesus’ birthday.</p> <p>I know Jesus was a very special baby, the Son of God.</p> <p>I know the church celebrates Christmas in special ways.</p> <p>I know there are lots of songs celebrating the Christmas story.</p>	<p>Easter- New life</p> <p>I know the events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs.</p> <p>I know Christians believe that Easter is a new beginning.</p> <p>I know Christians believe that Jesus died and rose back to life again.</p>	<p>What makes a place special? (CB)</p> <p>I know Christians worship in a church.</p> <p>I know people consider places to be special for different reasons.</p> <p>I know Muslims take off their shoes in a mosque.</p>
	Key Skills	Key Skills	Key Skills
	<p>Why is the word God so important to Christians?</p> <p>I can talk about people who are important to me.</p> <p>I can talk about ways in which Christians worship God.</p>	<p>What does it mean to be Jewish?</p> <p>I can recognise the Star of David as a Jewish symbol.</p> <p>I Can talk about what Jewish people do on their Shabbat.</p> <p>I can identify some features of Hannukah.</p>	<p>Jesus was special</p> <p>I can retell the stories about Jesus covered in this unit.</p> <p>I can talk about my own experiences and feelings.</p> <p>I can respond sensitively to questions about my own and others experiences and feelings.</p>
<p>How do we celebrate Jesus birthday? (CB)</p> <p>I can recall/retell the nativity story.</p> <p>I can identify the characters in the nativity story.</p> <p>I can use religious words to talk about Christmas.</p> <p>I can talk about why Christmas is important.</p> <p>I can talk about how the church celebrates Christmas.</p> <p>I can talk about my own experiences of Christmas.</p> <p>I can talk about feelings related to celebrating Christmas and birthdays.</p>	<p>Easter- New life</p> <p>I can recall events of the Easter story.</p> <p>I can reflect on the awe and wonder of new life and changes in nature.</p> <p>I can talk about my own experiences of Easter and springtime.</p> <p>I can retell the events of the Easter story.</p>	<p>What makes a place special? (CB)</p> <p>I can talk about my special places.</p> <p>I can talk about places of worship as special/holy places.</p> <p>I can talk about taking off your shoes in a special/holy place.</p>	
Vocabulary	Vocabulary	Vocabulary	
God, Christian, Church, Worship.	Jews, Judaism, religion, Shabbat, symbol, Star of David	Jesus, Son of God, friendship, miracle and disciple.	
Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds,	Good Friday, Easter Sunday, Jesus, new life, Holy Week,	Church, Jesus, Mosque, holy and Temple.	

		star and stable	disciples, Mary, resurrection, garden and tomb.	
		Experiences	Experiences	Experiences
		Introduce Tom and Tessa to the children. Take part in Harvest festival. Sing Harvest songs. Taking part in the Nativity. Singing Carols by candlelight.	Role play a Jewish Sabbath celebration. To create an Easter garden. To study the miracle of the life cycle of a butterfly, plant, frog etc. Go on a spring walk	Discussing Friendship Find special places in our community. Visit the prayer garden. Make prayer stones and take to Ash Meadow to make a prayer garden.
		Key values	Key values	Key values
		School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness
		Book list & Resources	Book list & Resources	Book list & Resources
		The creation story John 14:9 Lords prayer Precious pearl.	Meet a Jewish family - KS1 Religious Education - BBC Bitesize Celebrating Shabbat in a Jewish home - KS1 Religious Education - BBC Bitesize My Jewish Faith by Ann Clark Look at paintings of the resurrection, such as Emmaus by Arcabas (Jean Marie Pirot) Resurrection by Neil McBride Resurrection by Jyoti Sahi (Indian) Jesus passed through death by Stephen B Whatley Use stories to illustrate the life cycle such as The Very Hungry Caterpillar by Eric Carle (Cross curricular link with science and literacy) The opening sequence from Disney's film, The Lion King with the song, The Circle of Life.	The Calling of the Disciples (Luke 5: 1-11, Luke 5: 27-28) <i>The Miracle Maker</i> The Stilling of the Storm (Luke 8:22-25) Feeding of the Five Thousand (Matthew 14:13-21) Abraham moves home (Genesis 12 and 13) Moses and the burning bush (Exodus 3:1-15) Jesus in the Temple. (Luke 2:41-52)

Year B				
KS1				
Class Two	Topic	Autumn	Spring	Summer
		How can we help those who do not have a good Harvest (QRE) My world, Jesus' world. (QRE) Christmas. Why was the birth of Jesus such good news? (QRE)	Why is the Torah special? Salvation- Why does Easter matter to Christians?	The Bible- why is it a special book? (QRE) Where do people of other faiths worship? (QRE)
		Links to previous Learning	Links to previous Learning	Links to previous Learning
		Children will have taken part harvest festival. Children should know we say thank you at Harvest. Children will have taken part in Nativity plays. Children should know	Children should know that Judaism is a world Faith. EYFS and KS1 Units on Judaism. Children should know the Torah is a special book. Children should be able to relate this to the Bible.	Children should know that the Bible is a special book. Children will have learnt about Judaism and Islamic faith in EYFS.

	<p>a simple Nativity story.</p> <p>Knowledge</p> <p>How can we help those who do not have a good Harvest (QRE) I know Christians believe that it is important to say thank you to God for the harvest. I know Jewish people also celebrate harvest and this is called Sukkot. I know Christians believe that helping others is part of putting Christian faith in action. I know there are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty.</p> <p>My world, Jesus' world. I know Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world. I know some of Jesus' life experiences were just like ours. Therefore Christians believe Jesus the Son of God knows exactly what life is like for us.</p> <p>Christmas. Why was the birth of Jesus such good news? I know Christmas is a celebration of the good news. I know angels are the Good news bringers. I know Christians believe that the good news is that Jesus is the saviour of the world. I know Christians believe that the content of the Christmas story is good news. I know the good news impacts on the world then and now.</p> <p>Key Skills</p> <p>How can we help those who do not have a good Harvest (QRE) I can talk, using religious language, about Harvest Festival Celebrations. I can express feelings about the issues raised by Christian Aid/Tear Fund materials etc. I can ask questions about their own and others' experiences. I can talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.</p> <p>My world, Jesus' world. I can talk confidently about my own life and experiences. I can talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.</p> <p>Christmas. Why was the birth of Jesus such good news? I can retell the Christmas story, including the story of Zechariah. I can talk about my own feelings and experiences of good news. I can ask and respond sensitively to questions about the experiences of Mary and the shepherds.</p>	<p>Children should know a simple Easter story. They should know why Christians celebrate Easter. Children should know Easter is a very important time for Christians.</p> <p>Knowledge</p> <p>Why is the Torah special? I know that the Torah is the sacred text for Jews. I know Jews believe Torah is the word of God. I know that Abraham is the founder of Judaism. I know who Moses is and why he is important to Jewish people. I know that Jewish people believe the 10 commandments are what God wanted us to live by. I know that other religions have special books too. I know that the stories in the Torah are in the Christian Bible too. I know there are lots of rule in the Torah (613) and lots of them are about food. I know what Kosher means. I know that the Torah teaches Jews how they should treat other people.</p> <p>Salvation- Why does Easter matter to Christians? I know that Incarnation and Salvation are part of a 'big story' of the Bible. I know that Jesus gives instructions about how to behave. I know Easter is very important in the 'big story' of the Bible. I know Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Key Skills</p> <p>Why is the Torah special? I can identify some objects that are special to Jewish people. I can remember some of the 10 commandments. I can explain why the Torah is important to Jews. I can retell the story of David and Goliath. I can identify some foods that are kosher and non-kosher. I can describe some of the ways in which Jews help others.</p> <p>Salvation- Why does Easter matter to Christians? I can Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) I can Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. I can Think, talk and ask questions about whether the story of Easter has anything to say to me about sadness, hope or heaven, exploring different ideas.</p>	<p>Knowledge</p> <p>The Bible- Why is it a special book? I know the Bible is the Christian holy book. I know the Bible is made up of a library of books. I know the Bible is in two sections the Old Testament and the New Testament. I know owning a Bible is very important to Christians. I know the Bible contains God's big story from the beginning through to the kingdom of God. I know people of other faiths have different holy books and there are some similarities and differences between these books and the Bible.</p> <p>Where do people from other faiths worship? I know Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. I know People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.</p> <p>Key Skills</p> <p>The Bible- Why is it a special book? I can talk about the Bible and why it is Holy. I can talk about why the clergy think it is Holy. I can talk about why owning a bible is very important to Christians worldwide. I can make links between the books of the bible and God's big story. I can reflect on the story of Mary Jones and consider ways in which they can make a difference. I can name and talk about the holy books from faiths other than Christianity</p> <p>Where do people from other faiths worship? I can Ask good questions that reveal understanding about the church and what happens there. I can Connect the features of the church to Bible Stories. I can Use religious vocabulary to name and describe the features of a church building and other places of worship. I can Describe a few similarities and differences between places of worship.</p>
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<p>Vocabulary</p> <p>Harvest, Harvest Festival, Christian Aid, Judaism, Sukkot</p> <p>Jesus, Jerusalem and Nazareth</p> <p>Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem.</p> <p>Experiences</p> <p>To take part in a harvest festival service in school or Church. Looking at Christian Aid (or equivalent) materials</p> <p>Reading Bible stories that highlight the differences between our world and Jesus' world. Role play and food tasting. Creating a book of comparisons.</p> <p>Taking part in a Nativity. Listen to Hallelujah Chorus from Handel's Messiah</p> <p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>Vocabulary</p> <p>Judaism, Moses, Torah, Abraham, 10 commandments, Mount Sinai, rules, Kosher, Pushke,</p> <p>Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.</p> <p>Experiences</p> <p>Jewish visitor Visit a synagogue- Lytham?</p> <p>Go on a springtime walk to look for new life. Possible farm visit? Invite Clergy in to discuss why Easter is important to them.</p> <p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>Vocabulary</p> <p>Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls</p> <p>worship, holy, sacred, Mosque, minaret tower, Temple, ark, Gurdwara, and langar.</p> <p>Experiences</p> <p>Opportunity to look at and handle many different Bibles.</p> <p>An opportunity to sense the atmosphere of a special holy place. Visit to our church.</p> <p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
<p>Book List & Resources</p> <p>John 13:34-35 Blackburn Diocesan Bishop's Harvest Appeal</p> <p>The Good Samaritan Feeding the 5000 John 2 and 4 (water well and jars) World map Photos of Nazareth.</p> <p>News clips Luke 1:5-25, Luke 1:19, Luke 1:26-38 <i>The Nativity Story' film</i> Hallelujah Chorus from Handel's Messiah Matthew 4:23, 9:35, 11:5, Luke 4:43 and 7:22 Acts 5:42</p>	<p>Book List & Resources</p> <p>David and Goliath</p>  <p>'Across the World' published by BRF (ISBN 1 84101 264 5) film clip of the Last Supper The Godly Play, 'The Good Shepherd and the World Communion' BBC Teach 'What is Easter?' Religious Studies My Life My Religion Heaven by Nicholas Allen Waterbugs and Dragonflies by Doris Stickney</p>	<p>Book List & Resources</p> <p><i>The Biggest Story</i> by Kevin DeYoung Published by Crossway ISBN 978-1-4335-4244-2 www.biblesociety.org.uk YouTube BBC Teach 'What is the Christian Holy Bible?' Religious Studies My Life My Religion: Christianity. http://www.biblesociety.org.uk/uploads/content/projects/mary_jones_story.pdf</p> <p>Exodus 26 Numbers 7:89 Luke 6:12</p>  <p>We worship here books.</p>

YEAR B
Year 3, 4, 5

Years 3, 4, 5	Autumn Harvest (QRE) The Lords prayer What is the Trinity? (UC)	Spring what is it like to be a Buddhist? What did Jesus do to save human beings? (UC)	Summer Jesus son of God- How did Jesus show his power and authority? (QRE) Are all Places of Worship the same? (QRE)
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	<p>Children should know that Christians say thank you to God at Harvest.</p> <p>Children should know what Baptism is and why it is important to Christians. Children should know some important symbols to Christians from previous Easter units.</p>	<p>Children should know that there are other religions than Christianity- Judaism and Islam units in EYFS and KS1. Children should know that different religions have different special books.</p> <p>Salvation has been visited in every year.</p>	<p>Children have learnt about special places in EYFS. They have visited a Synagogue in KS1. Some children will already have looked at Christianity as a multi cultural faith in KS2.</p>
	Knowledge	Knowledge	Knowledge
<p align="center">Harvest</p> <p>I know harvest has been celebrated for thousands of years. I know harvest is celebrated by people of all faiths and none. I know harvest is mentioned throughout the Old Testament. I know there is a connection between Christian belief and behaviour in relation to celebrating the harvest.</p> <p>The Lord's prayer I know Jesus taught his disciples how to pray and the prayer he used is now called the 'Lord's Prayer'. I know the Lord's Prayer is said by Christians worldwide. I know the content of the Lord's Prayer is an expression of Christian belief.</p> <p>What is the Trinity? I know Christians believe God is Trinity: Father, Son and Holy Spirit. I know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • I know Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. I know Christians really want to try to understand God better and so</p>	<p align="center">What is it like to be a Buddhist?</p> <p>I know who founded Buddhism. I know where Buddhism was founded. I know who Siddhartha Gautama was. I know Buddhists believe Buddha was a human not a God. I know what the Three Jewels are- Belief in Buddha, Dharma- the teaching of Buddha and The Sangha- Becoming selfless. I know Buddhists believe there is a cycle of birth, life, death and rebirth. I know that Buddhists believe in Karma I know the Buddhist place of worship is called a Temple. I know Buddhist worship is called puja. I know that Wesak is the most important Buddhist festival. I know that the Buddhist Holy book is the Tripitaka</p> <p>What did Jesus do to save human beings? I know Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. I know The Gospels give accounts of Jesus' death and resurrection. I know The New Testament says that Jesus' death was somehow</p>	<p align="center">Jesus son of God- How did Jesus show his power and authority?</p> <p>I know Christians believe Jesus is the Son of God he was both God and man. I know Christians believe Jesus has power and authority from God over every aspect of creation, life and death. I know there are people who have stood up and spoken out against authorities in situations of injustice. I know the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.</p> <p>Are all Places of Worship the same? I know not all church buildings are the same but have similar features according to denomination. I know Peter and the disciples 'built' the church after the events of Pentecost. I know Christianity is a world-wide multi-cultural faith. I know the Bible gives guidance to the church about behaviour and attitudes and what that guidance is. I know people of other faiths have different places of worship, the names of those buildings, key features and the worship that takes place there.</p>	

	<p>try to describe God using symbols, similes and metaphors, in song, story, poems and art. I know Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>I know Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>'for us'.</p> <p>I know Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>I know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass)</p> <p>I know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>	
	Key Skills	Key Skills	Key Skills
	<p>Harvest</p> <p>I can describe the traditional content of Christian Harvest Festival services.</p> <p>I can describe and explain the Jewish festival of Sukkot.</p> <p>I can explain why Christians celebrate harvest.</p> <p>The Lord's prayer</p> <p>I can identify what influences my choices, values and actions.</p> <p>I can ask important and relevant questions about the content of the Lord's Prayer.</p> <p>I can use religious vocabulary to describe and show understanding of the value of forgiveness and the challenges of temptation.</p> <p>I can connect my own ideas and experiences to the beliefs expressed in the Lord's Prayer.</p> <p>I can use religious vocabulary to describe with understanding the concept of the Kingdom of God.</p> <p>What is the Trinity?</p> <p>I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>I can Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>I can Give examples of what these texts mean to some Christians today. I can Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. I can Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>What is it like to be a Buddhist?</p> <p>I can show key parts of Siddhartha Gautama's life through drama</p> <p>I can compare Buddhist beliefs with the beliefs of other religions.</p> <p>I can apply Buddhist beliefs to the design of a game to demonstrate the journey to Nirvana</p> <p>I can explain some of the main beliefs held by Buddhists</p> <p>I can participate in meditation to understand how Buddhists worship.</p> <p>I can explain what happens at Wesak</p> <p>I can identify how light plays a part in other cultures festivals- Christmas, Divali, Hannukah.</p> <p>What did Jesus do to save human beings?</p> <p>I can Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</p> <p>I can Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>I can Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>I can Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>I can Show how Christians put their beliefs into practice.</p> <p>I can Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>Jesus son of God- How did Jesus show his power and authority?</p> <p>I can retell the Bible stories covered in this unit.</p> <p>I can make links between the Bible texts and Christian beliefs and values.</p> <p>I can talk about people who have inspired me and why.</p> <p>Are all Places of Worship the same?</p> <p>I can choose appropriate words to describe what a place of worship is like.</p> <p>I can identify key features of a mosque.</p> <p>I can identify features of a gurdwara.</p> <p>I can identify how the elements are represented in the shape of a Buddhist temple.</p> <p>I can discuss the similarities and differences between some Buddhist temples.</p> <p>I can discuss similarities and differences between places of worship.</p>
	Vocabulary	Vocabulary	Vocabulary
	Harvest Festival, thankfulness, sukkot	Buddhism, Buddhist, Buddha, Siddhartha Gautama, India, religion, palace, suffering, monk, meditation, Nirvana, Enlightenment, Karma,	Son of God, authority, miracle, Sabbath/Shabbat and Pharisees

Prayer, worship, disciples. The language in the Lord's prayer.

Incarnation, Messiah, saviour, Jewish, prophecies, advent, Holy Trinity,

Experiences

Reflecting upon their own experiences of Harvest Festivals.
Learning about a few harvest celebrations around the world.
Visiting a food bank. Delivering food parcels to our community.

Listen to different versions of the Lord's prayer. Listen to the Lord's prayer being said in different languages. Guided meditation.

Reading and discussing at least two of the Old Testament stories.
The Celtic Trinity knot and prayers.
Creating a graffiti wall.
Exploring how Christian beliefs are reflected in worship.

Key values

School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. **Teamwork.**

British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.

Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness

Book List & Resources

Genesis 8:22
Ecclesiastes 3:1-
2 Chronicles 31:5-6
Nehemiah 10:37
Ruth 2:23
Genesis 41:46b-49

http://www.lords-prayer-Lords.com/lord_contemporary_message_bible.html
Luke 11:1-13, Matthew 6:9-15
www.christusrex.org/www1/pater/

Precepts, Morals, temple, puja, Stupa, Wesak, lantern, festival, Tripitaka

Last Supper, responsibility, sacrifice, Judas, Pilate, Holy Communion, Salvation,

Experiences

Visit a Buddhist temple.

Freeze frame the events of Jesus death. Debate who was responsible for Jesus death. Watch people take Holy Communion. (Visit a service?)

Key values

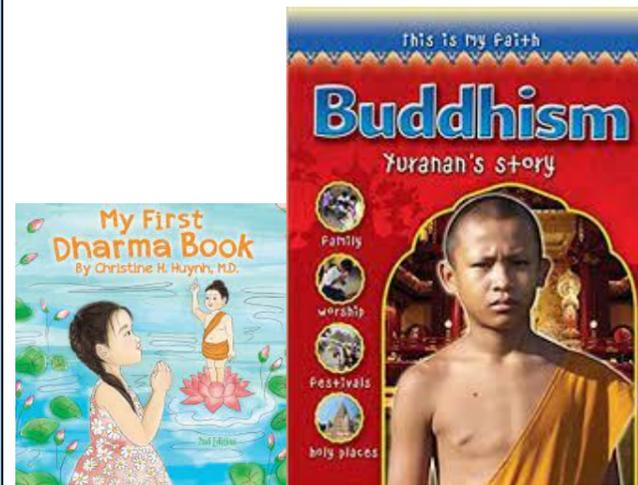
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Book List & Resources

The story of Buddha



Place of worship, holy, incense, meditate, Respect, Muslim, Islam, mosque, ablutions area, dome, minaret, imam Qur'an, prayer hall, musallah, prayer mat, Mecca, Allah, qiblah wall, mihrab, tasbih beads, Sikh, Sikhism, gurdwara, Guru Granth Sahib, langar, Nishan Sahib, Khanda, Darbar Sahib, Chaur.

Experiences

Christian Charity- Possible link to Senegal? Children in Senegal | Sponsor a Child | World Vision Canada

Possible visit to Lancaster Cathedral?

Key values

School Values: Happy, Healthy and Secure. Confident and Independent. **Respectful and Caring.** Inspired and Excited to Learn. Teamwork.

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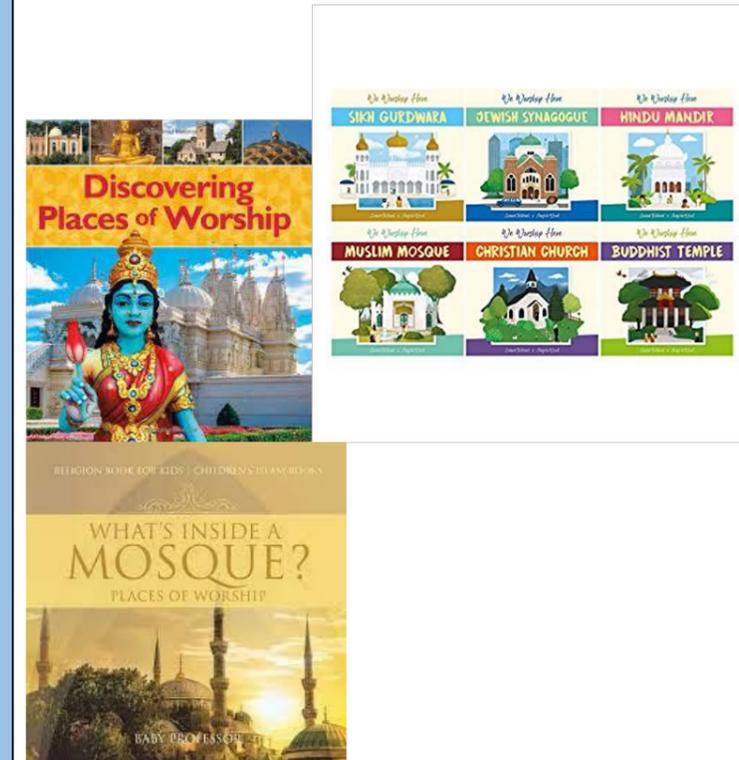
Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness

Book List & Resources

Matthew 14:22-25 or Mark 6:47-51
Matthew 8:23-27, Luke 8:22-25
John 11:1-44
Matthew 9:23-25, Mark 5:22-42
Matthew 3:13-17, Mark 1:9-10
Matthew 17:1-8, Mark 9:2-8, Luke 9:28-36
The faith of the centurion - Matthew 8:5-13, Luke 7:1-10
Jesus heals many - Matthew 8:14-17, Mark 1:29-34, Luke 4:38-44
10 healed of leprosy - Luke 17:11-19
Jesus raises the widow's son - Luke 7:11-17

MATTHEW 3:11–17
 2 CORINTHIANS 13:14
 My Life, My Religion', BBC films for KS2 RE Baptism.
 Some examples of Jesus' baptism in art: search for Pietro Perugino, Andrea del Verrocchio, Daniel Bonnell or Charles Henrickson.
 Some examples of Trinity in art: search for Rublev's icon; Nicoletto Semitecolo; Nicholas Mynheer: www.abingdon.org.uk/trinity_window
 Trinity Kennings

Art work of the Last Supper
 Church: Communion « RE:quest (request.org.uk)
 "If a man has not discovered something that he will die for, he isn't fit to live." - Martin Luther King#
 ttp://request.org.uk/life/worship-life/communionlife/2013/07/08/communion This explains Communion and its importance to Christians.
 www.youtube.com/watch?v=4RywxZssZmk. At 1'37 the Pastor in this Protestant church introduces Communion and describes how it will take place. www.youtube.com/watch?v=mGbag-XJ5Uk focuses on the communal aspect of Communion; lovely images! www.churchofengland.org/prayer-worship/worship/texts/principal-services/holy-communion/epsforonefront/prayera.aspx gives an example of the words used in a Communion service in an Anglican church — called a Eucharistic prayer.



YEAR B
Year 6

		Autumn	Spring	Summer
6	Life as a journey and pilgrimage, exploring the importance of pilgrimages in world faiths. (QRE)	Why is the Exodus such a significant event in Jewish and Christian history? (QRE)	What are some different ways in which religion and science look at the world as God's creation?	
	How do Christians prepare for Christmas? (QRE)	What difference does the resurrection make for Christians?	What does it mean to be a Muslim in British society today?	
	Links to previous Learning	Links to previous Learning	Links to previous Learning	
	Children have learnt about special places in EYFS.	Children will have learnt about Judaism in EYFS and KS1. THEY WILL HAVE REVISTED IT DURING ks2.	Children will have learnt about creation in KS1.	
Knowledge	Knowledge	Knowledge		
Life as a journey and pilgrimage, exploring the importance of pilgrimages in world faiths. QRE I know that pilgrimage is a special journey made by people of faith. I know that the life journey of people in the Bible influences the behaviour and choices of Christians today. I know that some Christians are persecuted and a life of faith is a challenge.	Why is the Exodus such a significant event in Jewish and Christian history? (QRE) I know that the Exodus is a significant event in Jewish and Christian history. I know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. I know that Christianity is rooted in Judaism and Jesus celebrated the Passover. I know that for Jewish people the events of the Exodus and Passover are very important. I know that Christians remember the Passover and the Last Supper during the Eucharist.	What are some different ways in which religion and science look at the world as God's creation? I know how Christians believe the world was created. I know how other faiths believe the world was created. I know what science says about the beginning of the world. I know how religious sources are used to provide answers to important questions about creation and life. I know some famous naturalists and what they believe.		

<p>How do Christians prepare for Christmas? (QRE)</p> <p>I know Advent is a time of preparation and the season of hope.</p> <p>I know during Advent the church spends time focussing on the promise of Jesus' return.</p> <p>I know Christians believe that Jesus is the promised Messiah, but Jewish people do not.</p> <p>I know different denominations within Christianity hold differing beliefs about the importance and status of Mary.</p> <p>I know the themes of Advent tell the 'big story' of God's salvation plan.</p>	<p>What difference does the resurrection make for Christians?</p> <p>I know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>I know that Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>I know This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p> <p>I know some of the differences in how Christians celebrate Good Friday and Easter Sunday.</p> <p>I know that Jesus promised a new life for his followers in heaven.</p>	<p>What does it mean to be a Muslim in British society today?</p> <p>I know what the five pillars of Islam are.</p> <p>I know the difference between a holiday and a pilgrimage.</p> <p>I know what Hijab is and why some women choose to wear it.</p> <p>I know the seven ways in which Muslims show respect in their religion.</p>
<p>Key Skills</p>	<p>Key Skills</p>	<p>Key Skills</p>
<p>Life as a journey and pilgrimage, exploring the importance of pilgrimages in world faiths.</p> <p>I can tell you about my life journey so far.</p> <p>I can describe the impact of religion on people's lives.</p> <p>I can describe the impact that being a Christian has on a person's life.</p> <p>I can connect the life journey of Jesus to Christian beliefs.</p> <p>I can describe the key features of Christian life.</p> <p>I can recognise the similarities and differences between pilgrimage journeys in Christianity and other faiths.</p> <p>I can tell you what inspires me about the life journey of a significant person.</p> <p>How do Christians prepare for Christmas?</p> <p>I can explain how Jesus fulfilled the Old Testament prophecies.</p> <p>I can use religious vocabulary to describe the symbolism, practices, beliefs and themes of the season of Advent.</p> <p>I can express my opinion about what I think the message of John the Baptist would be today.</p> <p>I can talk about what my hopes and dreams are for the future.</p> <p>I can think carefully and talk about what I have learnt during this unit.</p>	<p>Why is the Exodus such a significant event in Jewish and Christian history?</p> <p>I can retell the Exodus story highlighting the connections to the Seder meal.</p> <p>I can make links between the Passover, Last Supper and the Eucharist.</p> <p>I can tell you why Passover is a festival of memory and freedom.</p> <p>I can express my opinions about freedom, what it is and what it is not.</p> <p>I can tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians.</p> <p>I can explain why the Passover is not forgotten.</p> <p>What difference does the resurrection make for Christians?</p> <p>I can Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>I can Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>I can Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms</p> <p>I can Show how Christians put their beliefs into practice in different ways.</p> <p>I can Explain why some people find belief in the Resurrection makes sense and inspires them</p> <p>I can Offer and justify my own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	<p>What are some different ways in which religion and science look at the world as God's creation?</p> <p>I can Discuss the similarities and differences between different views on how the world was created.</p> <p>I can Make links between the beliefs (of different religious groups) and show how they are connected to believers' lives</p> <p>I can debate the question "It is possible to be both a scientist and a religious believer."</p> <p>I can discuss how having our beliefs challenged can actually make our conviction stronger.</p> <p>What does it mean to be a Muslim in British society today?</p> <p>I can use the right religious vocabulary to show understanding of how the Five Pillars give strength and shape to Muslim life</p> <p>I can Explain how similarities and differences between Muslims and Christians, can make a difference to individual lives and communities.</p> <p>I Can ask questions about who I am and where I belong and refer to the beliefs of Muslims which sustain them</p>
<p>Vocabulary</p> <p>Journey, pilgrimage, rites of passage and Holy Land</p>	<p>Vocabulary</p> <p>Moses, Exodus, Israel, freedom, slavery, Seder, Passover.</p>	<p>Vocabulary</p> <p>Science, naturalists, Professor Stephen Hawkin, The Big Bang Theory, Darwin,</p>

<p>Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary</p>	<p>Executed, resurrected, incarnation,</p>	<p>David Attenborough, Muslim, Islam, Hijab, Allah, Mosque, Pilgrimage, Hajj,</p>
<p>Experiences</p>	<p>Experiences</p>	<p>Experiences</p>
<p>Researching places of pilgrimage.</p> <p>Talk about the pupils' hopes and dreams. Plan and lead a Christmas carol service Make an Advent wreath to be used in school during collective worship.</p>	<p>Re-enacting a Passover meal. Make a Sedar plate.</p>	<p>Visit an art gallery- Constantly looking for a relevant exhibition to creation/science.</p> <p>Imran Kotwal visit.</p>
<p>Key values</p>	<p>Key values</p>	<p>Key values</p>
<p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
<p>Book List & Resources</p>	<p>Book List & Resources</p>	<p>Book List & Resources</p>
<p>PSALM 103 ISAIAH 6 1 JOHN 4:7-13 PROVERBS 6: 16-19 LUKE 23:33-34 The lost Son parable 'Praise my soul the King of Heaven' Song</p> <p>Isaiah 2:1-5, 9:2, 9:6-7, 7:10-17, 11:1-10, 40:3-5 Micah 5:2. Luke Chapters 2 and 3, Mark Chapter 1 Acts 1:11 Matthew 3:13-17 http://www.churchofengland.org/prayer-worship/worship/texts/collects-and-post-communions/contemporary-language/adventtoprelect.aspx (Advent collect)</p>	<p>Exodus 3-15 Exodus 2 The Passover story for Seder on YouTube uses the Disney film, Prince of Egypt. BBC videos: What is Passover? – BBC religious studies My Life My Religion – Judaism Explain it to me – Passover Blackburn Diocesan Board of Education resource The Last Supper Poster, highlight the Seder plate.</p> <p>Luke: 1-8, 9-12, 13-27, 28-35, 36-49 http://request.org.uk/festivals/holy-week-and-easter/why-is-the-resurrection-so-important-to-christians/ JOHN 3:16, 11:25-26, 14:2-3; LUKE 23:43 An example of a Good Friday hymn: 'When I Survey the Wondrous Cross' or 'And Can it Be'. • An example of an Easter Sunday hymn is 'Thine be the Glory' or 'Christ the Lord is Risen Today'. • A more contemporary song moving from Good Friday to Easter Sunday is 'Man of Sorrows' by Hillsong United: www.youtube.com/watch?v=s7ZJ5D5q54g. The Lion, with and the wardrobe film.</p>	<p>Bedwyr Williams' 'The Starry Messenger' installation at The Whitworth Gallery in Manchester Stephen Hawking Quotes (Author of A Brief History of Time) (goodreads.com) Charles Darwin God religious beliefs autobiography quotes (age-of-the-sage.org)</p> <p>http://www.bbc.co.uk/education/clips/ztprk7h http://www.bbc.co.uk/education/clips/z82yg82- The Hijab http://www.thebcom.org/ourwork/interfaith/116-virtual-mosque-tour.html</p>