


RE Curriculum Overview

 Blackpool Gateway Academy	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p>	<p>Christianity/Judaism What makes people special? Key knowledge (and vocabulary) which must be taught: - who is special to me? Who do I know who is a role model? -Introduce Jesus- special to Christians- miracle story- Jesus heals the paralysed man. Jesus is God's son. -Jesus heals Bartimaeus -Jesus helps people. -rules- Moses and the 10 commandments.</p>	<p>Christianity- Does God want Christians to look after the world? Key knowledge (and vocabulary) which must be taught: -The Creation Story (Bible - Genesis) so that pupils - understand that Christians believe: a)the universe and life are God's creation b)humans are made in the image/likeness of God-All people have a part to play. God cares for all and everything and wants all</p>	<p>Christianity-Is it possible to be kind to everyone all of the time? Key knowledge (and vocabulary) which must be taught: -Jesus taught and showed people how to be kind -Jesus used parables to get across his message. These parables are found in the Gospels -The Good Samaritan, Luke 10: 25-37 (also shows us that kindness can come from those we don't expect it to come from) -what the parable of Good Samaritan tells us how we should treat each other</p>	<p>Hinduism- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Key knowledge (and vocabulary) which must be taught: https://www.sikhnet.com/stories/diwali-festival-light-bandi-chhor-divas -Diwali, the Festival of Light -Diwali is celebrated by Sikhs, Hindus and Jains -the story of Rama and Sita with the emphasis of good defeating evil -Diwali is known as the 'festival of</p>	<p>Buddhism- Is it possible for everybody to be happy? Key knowledge (and vocabulary) which must be taught: -Birth of Buddhism in Northern India 2,500 years ago. -Story of Buddha- 4 Noble Truths- suffering 8 Fold-Path- The wheel of Dhamma- - Buddha advocated a moderate or "balanced" The Middle Way - rejecting extremes. -The life of Buddha- Bodhi Tree</p>	<p>Sikhism- How far would a Sikh go for his/her religion? Key knowledge (and vocabulary) which must be taught: Sacrifice https://www.sikhnet.com/stories -Khalsa- Sikhs were prepared to give their life- other things Sikhs give up to serve Langar/also done through the Langar meal. -which of the 5 beliefs are served by Langar. https://www.bb.c.co.uk/newsround/49957253 The Golden Temple- importance,</p>	<p>Islam- What is the best way for a Muslim to show commitment to God? Key knowledge (and vocabulary) which must be taught: Exploring how Muslims show their commitment to God. 5 pillars of Islam How they show commitment to God- pray 5 times a day- anywhere. Zakah- charity- is this showing</p>

		people to care for and enjoy the earth.		lights' because houses, shops and public places are decorated with small earthenware oil lamps called Diyas -as with Christmas, Diwali is a time for buying and exchanging gifts, traditionally sweets and dried fruit.	-Siddhattha	why travel there? Gurdwara- Sikh wedding in India - arranged marriages- sacrifices made.	commitment to God? Sawm- Ramadan- what is the reason for fasting? Is this showing commitment to God? Hajj - re-cap from Y2- visiting Makkah - is this showing commitment to God?
Autumn 2	Christianity- What is Christmas? Key knowledge (and vocabulary) which must be taught: -How it feels to receive presents. - Christianity specific Christmas cards. - Why is Christmas special? What did Jesus do when he grew up? Link back to Jesus and the miracles.	Christianity- What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? Key knowledge (and vocabulary) which must be taught: - the Christmas story - travellers bringing the gifts- Chn to know what they are- significance of the gifts for this	Christianity- Why do Christians believe God gave Jesus to the world? Key knowledge (and vocabulary) which must be taught: -Jesus was sent by God to 'save' the world- Christmas reminds Christians of this. - Focus on Advent and the lead up to Christmas. - How was Jesus expected to save the world? He has God's love and power.	Christianity- Has Christmas lost its true meaning?- Key knowledge (and vocabulary) which must be taught: -meaning to children through Advent candle, Christmas card, Nativity scene -Christians are celebrating God's son coming to earth -Incarnation. -significance of star, wise men, shepherds, gifts. Compare with non-Christian	Christianity- What is the most significant part of the Nativity story for Christians today? Key knowledge (and vocabulary) which must be taught: -Ensure children can distinguish between Christmas and Christian symbols- Angel- Star, gifts, manger, stable-	Christianiy- Is the Christmas story true? Key knowledge (and vocabulary) which must be taught: -Different accounts of the Christsmas story. -Religious depictions of the Christmas story- who is present at the birth. -Luke ch1 26-38 ch2 1-20 -Matthew ch1 1-18 ch2 12 -Compare and contrast	Christianity- Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Key knowledge - (and vocabulary) which must be taught: -Analysing the Chritian belief in the Virgin birth- significance to Christians. Depictions of ary in art- why

	<p>- the Christmas story.</p> <p>- Luke 2:8-20 - 8-</p> <p>- How was the 'good news' shared? Why was it 'good' news?</p> <p>- Why were special gifts given to Jesus?</p>	<p>baby and not gifts we associate with new babies.</p> <p>- Mary was chosen by God so his son could come to earth- incarnation. Jesus is God's gift to Earth.</p>	<p>- Recap stories from last term</p> <p>- Paralyse man/ from year 1 - Zaccheus- how did Jesus show kindness.</p> <p>- How Jesus taught to love others- teachings are how he can save the world.</p>	<p>aspects- gifts, cards, meal, tree.</p> <p>Chn need to identify Christian/non-Christian representations.</p>	<p>and their meanings.</p> <p>- Christmas symbols- crackers, tree, Father Christmas being red- all later symbols some linked to other non-Christian traditions.</p> <p>- INCARNATION- Jesus is God in the flesh.</p> <p>- Meaning of parts of the Christingle - Christ's light- Jesus is the light of the world.</p>	<p>versions. -Could differences in people present indicate it's untrue?</p> <p>Incarnation- God gave Jesus to Earth.</p>	<p>was she depicted in the way- her importance. Luke 1:26-38- Mary's reaction. Mary's song Luke 1:47-55- language that describes Mary's feelings. Meaning of her being God's servant. Evidence as to why God chose her. Joseph's reaction- Matthew 1:18-25- Jesus was conceived from the Holy Spirit. Incarnation- why God sent Jesus in this way.</p>
Spring 1	<p>Hinduism- How do people celebrate? (some aspects covered on Aut 2 during Diwali)</p> <p>Key knowledge (and vocabulary) which must be taught:</p>	<p>Christianity- Was it always easy for Jesus to show friendship?</p> <p>Key knowledge (and vocabulary)</p>	<p>Islam- Does praying a lot help a Muslim in their everyday life?</p> <p>Key knowledge (and vocabulary) which must be taught:</p>	<p>Christianity- Could Jesus heal people?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Incarnation- Jesus is God in the flesh</p>	<p>Buddhism- Could the Buddha's teaching make the world a better place?</p> <p>Key knowledge (and vocabulary)</p>	<p>Sikhism- Are Sikh stories important today?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>-Guru Granth Sahib-</p>	<p>Christianity- Is anything ever eternal?</p> <p>Key knowledge (and vocabulary) which must be taught:</p>

	<p>How New year is celebrated in different religions and cultures.</p> <ul style="list-style-type: none"> -Chinese New year- re-telling the story, exploring the animals. - Holi- Rangoli patterns, why is it celebrated. -Diwali also done in aut 2. 	<p>which must be taught:</p> <p>Stories where Jesus showed friendship- Zaccheaus, Calming of the storm, Mary Martha and Lazarus- is friendship always easy? Disciples- Was it hard for Jesus to show friendship? Did the disciples always believe in Jesus? How did being God's son help Jesus to be a good friend ?</p>	<p>Commitment-</p> <p>How do Muslims show this?</p> <ul style="list-style-type: none"> -routines around preparing and then praying 5 times a day- the impact on their life this has. - How does the process help a muslim focus? - Why is it important- Qur'an tells them to do this. - how praying helps them- hard work, commitment. 	<ul style="list-style-type: none"> -chn need to understand what a miracle is - The blind man, The paralysed man - how do miracles help deliver God's message? - How would non-Christians explain miracles? 	<p>which must be taught:</p> <p>Key focus is what -Buddha taught about change.</p> <p>Re-cap previous learning in Aut 1- Bodhi tree- Everything changes we may not want it to. -suffering is caused by selfishness, greed,</p> <p>- Use the Noble 8 fold path- http://www.buddhanet.net/e-learning/buddhism/bs-s02.htm</p> <p>-How have Buddha's teaching helped to lead a life without selfishness and greed?</p>	<p>scriptures/Holy book- teaches Sikhs how God wants them to live.</p> <ul style="list-style-type: none"> -Guru Nanak and the jasmine flower. what does it teaches/symbolism of flower? -Bhai Lalo and Malik Bhango -Vaisakhi -Guru Nanak and the cobra <p>How are the themes in the stories relevant today?</p>	<p>Evaluating the Christian belief of eternity. Examples - Wedding vows, unconditional love. How Jesus portrayed love- s Matthew-6:43 -47-love your enemies Luke 15:11-32- The Lost Son Luke 17: 11-19-Jesus heals 10 men Luke 23:34- Jesus forgives the men that crucified him Sumeraise teaching. Agape- Christian word for unconditional love. Eternal life- resurrection appearances in the bible- heaven/hell- do only good deeds get into heaven - how does forgiveness fit</p>
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							into idea of heaven/hell?
Spring 2	<p>Christianity- What is Easter?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <ul style="list-style-type: none"> -Signs of spring/life cycles. -Easter cards- Easter specific and not. Why is Easter a special time? Do we celebrate Easter? -Easter story and symbols. 	<p>Christianity- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Palm Sunday- the crowds and what Christians did to show how they felt about Jesus-incarnation</p> <p>Concept that Christians believe his is the king- how they treated him on Palm Sunday.</p> <p>Complete the Easter story- resurrection- symbolises he was special.</p> <p>Was he treated as a king at the end of story? Easter Day.</p>	<p>Christianity- How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Salvation- Easter story- the crucifixion wasn't the end -significance for Christians that Jesus did come back.</p> <p>-Life after death- Easter egg symbolises new life.</p> <p>- Explore different opinions about whether he did come back.</p>	<p>Christianity- What is 'good' about Good Friday?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Forgiveness- Chn need to know the Easter story- including the Last Supper -symbolism of the bread and wine- ink to communion.</p> <p>- Sequence of events- Palm Sunday, Maundy Thursday- meaning.</p> <p>The crucifixion - meaning of the crucifix- for God to show forgiveness.</p> <p>Who was Good Friday 'good' for?</p>	<p>Christianity- Is forgiveness always possible for Christians?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <ul style="list-style-type: none"> -Jesus had enemies- how Judas/Peter betrayed him. -The Last Supper- Jesus' response to betrayal. -How Jesus forgave/did he always- Temple-Mark 11:15-17 ? - Stories where Jesus offered forgiveness. -Love they enemies- Luke 6 27-36, Matthew 5: 21-26, Matthew 18: 21-22, Matthew 5:38-42. How Jesus death offered forgiveness- crucifixion - 	<p>Christianity- How significant is it for Christians to believe God intended Jesus to die?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <ul style="list-style-type: none"> -What was God's intention for Jesus' life? -Incarnation- died to prove forgiveness and life after death. - Re-cap events of Holy week - evidence Jesus was/wasn't aware of God's plan. -Palm Sunday- events in temple -The Last Supper-bread/wine and Judas' betrayal. -Peter's denial- praying on the Mount- -Luke chs 20-23 Chn to decide for/against evidence. 	<p>Christianity- Is Christianity still a strong religion 2000 years after Jesus was born?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Evaluating influences Christianity has on in the world- is it still a strong religion? Christian festivals- Mother's Day, Lent, Ash Wednesday, Advent, Christmas, Harvest- meaning of Christian festivals. Do non-Christians still celebrate them? Symbolism associated</p>

							with these festivals- Christian Charities- does their work show it is a strong religion? Countries that prosecute/torture Christians for their beliefs- does their work show it is a strong religion? How does it influence British Society?
Summer 1	<p>Christianity, Islam, Hinduism, Sikhism- What can we learn from stories?</p> <p>Key knowledge (and vocabulary) which must be taught-</p> <ul style="list-style-type: none"> -The Boy who cried Wolf- Aesop fable- being truthful. - The crocodile and the priest- Sikh story- how 	<p>Judaism- Is Shabbat important to Jewish children?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Important days to different people. Shabbat celebrated on Friday evening to Saturday. Kippah worn, Shabbat meal, blessings done</p>	<p>Islam- Does going to a Mosque give Muslims a sense of belonging?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <ul style="list-style-type: none"> -Going to the mosque creates a stronger sense of belonging. - look at various mosques and common features- prayer mats, compasses. - the practise of Wudu- ritual. 	<p>Hinduism- How can Brahman be everywhere and in everything?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <ul style="list-style-type: none"> -Brahman- highest God of Hinduism but not worshipped through rituals. -gods/goddesses matching deity to role. -Tri-murti- Brahma, Vishnu, Shiva 	<p>Buddhism- What is the best way for a Buddhist to lead a good life?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <ul style="list-style-type: none"> -Revisit Noble Eightfold Path- 8 things Buddha says people choose to help lead a good life. -Main teaching- do not bring 	<p>Sikhism- What is the best way for a Sikh to show commitment to God?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <ul style="list-style-type: none"> -5Ks- know what they used for/symbolise. -How do they commit? -How is the Holy book treated- importance of 	<p>Islam- Does belief in Akhirah (life after death) help Muslims lead a good life?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>The concept of Jihad- how it can be interpreted differently and result in</p>

	<p>we should treat others.</p> <p>-Bilal and the beautiful butterfly- Muslim story- our beautiful world.</p> <p>-The gold giving serpent- greed and being grateful.</p> <p>-Best friends- A story from Asia- being a good friend.</p> <p>-The Lost Coin- Christian parable- making good choices and changing behaviour.</p>	<p>and the family time together.</p> <p>Role of the synagogue during Shabbat.</p> <p>How is Shabbat's importance shown by Jewish people?</p>	<p>-refer to Spring 1 - praying at home - is the sense of belonging the same?</p> <p>-Grand Mosque in Makkah during Hajj.</p>	<p>- How can Brahman be everywhere and in everything- how does this impact Hindus?</p>	<p>harm to any living thing.</p> <p>http://www.buddhanet.net/e-learning/buddhism/pbs_syll.htm</p>	<p>no more living Gurus.</p> <p>-Importance of equality - Sikh weddings- why is equality important?</p> <p>Sewa- re-cap serving Langar from Aut 1- link to showing commitment.</p>	<p>actions/consequences.</p> <p>Leading a 'good' life</p> <p>https://aboutislam.net/read-ing-islam/understanding-islam/live-good-life-6-lessons-guran/</p> <p>Re-cap Aut 1- Allah will pass judgement- tiers of heaven- Akhirah.</p> <p>How is it a challenge to lead a good life?</p> <p>Overcoming anger, greed, pride- 'Greater Jihad'.</p>
Summer 2	<p>Christianity, Islam, Judaism- Special Places</p> <p>What makes places special?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>-Homes- special place/places or worship.</p> <p>-visiting a church -</p>	<p>Judaism- Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Forgiveness- Reflecting at the New Year and asking for forgiveness.</p> <p>begins with</p>	<p>Islam- Does completing Hajj make a person a better Muslim?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Haji- visit Mecca as a pilgrim.</p> <p>Build on previous 2 questions- prayer and visiting a mosque.</p> <p>-Significance of -Hajj robes, map</p>	<p>Hinduism- Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>-importance of River Ganges to Hindus - most sacred duty to make pilgrimage.</p> <p>- how the river can purify and what visitors do</p>	<p>Christianity- Do people need to go to church to show they are Christians?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>Places of worship- Focus on Baptism- John the Baptist- role in Jesus' life-</p>	<p>Christianity- What is the best way for a Christian to show commitment to God?</p> <p>Key knowledge (and vocabulary) which must be taught:</p> <p>-Evaluating ways Christians show commitment.</p> <p>Ten commandments - -Exodus ch20</p>	<p>What does it mean to be righteous to a Muslim?</p> <p>Jihad- struggle and can be interpreted as a struggle or war/fighting.</p> <p>Prophet Muhammad's words can be interpreted</p>

	<p>features- when they are used. https://www.explorechurches.org/virtual-visits -Mosques- special features/rules https://centralmosque.co.uk/virtual-tour/ -synagogues- wearing special clothes- kippah https://www.bbc.co.uk/bitesize/clips/zcfgkqt</p>	<p>Shofar being blown, Challah bread and link to circle of life, pomegranate significance and number of seeds. Setting of goals at the start of the new year. Reflection done at the synagogue- wearing white, fast for 25 hours.</p>	<p>of Makkah (Mecca), Qu'ran, Grand mosque in Makkah. -significance of the journey and the events undertaken. - how commitment is shown by making the journey. - 5 pillars and 8th door to heaven.</p>	<p>when there- how each is significant to Hindu. -Refer back to Brahman - he is in water</p>	<p>Matthew 3: 5-6, and 3: 13-15 -types of baptism and role of the church and then.. -Holy Communion- role of the church link back to previous work - -The Last supper. reminder of the special meal, symbols and meaning e.g. breaking bread. -Is the church important in celebration of Communion?</p>	<p>2-17 order according to how they show commitment- discuss opinions in importance. -Galatians 5 22-26- discuss - having Holy spirit live within Christians- how could they show; joy, peace, kindness etc. -Which takes most commitment Church's role in commitment- re-cap year 4 summer 2.</p>	<p>. 5 Rules/conditions of Just War.</p>
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