

## Religious Education

### Long Term Sequence of Units & core knowledge

RE is taught every half term, alternative between 1 and 2 week blocks (2 week block in first half term; 1 week block in second half term). The units are colour coded according to scheme (Understanding Christianity; NY agreed syllabus).

EYFS							
	Unit title	Ch	Ju	Is	Hi	O	Outcomes & end of phase milestones
Autumn	F.1 CREATION – Why is the word 'God' so important for Christians?	/					<ul style="list-style-type: none"> <li>Express ideas about how to look after animals and plants.</li> <li>Re-tell stories talking about what they say about the world, God and human-beings.</li> <li>Talk about things they find puzzling, interesting or wonderful about the world, plus their own experiences.</li> </ul>
	F.2 INCARNATION – Why does Christmas matter to Christians?	/					<ul style="list-style-type: none"> <li>Say what makes their family and friends special to them.</li> <li>Recall stories about special people and talk about what we can learn from them.</li> <li>Recall and talk about stories of Jesus as a friend to others</li> </ul>
Spring	F4: Which stories/times are special and why? <i>Festivals e.g. Christmas/Easter [Christians], Eid [Muslims], Sukkot [Jews], Diwali [Hindus]</i>	/	/	/	/		<ul style="list-style-type: none"> <li>Talk about some religious stories and what they have learned from them</li> <li>Identify some of their own feelings in the stories they hear.</li> <li>Talk about why Christians celebrate Christmas and retell the Christmas story</li> </ul>
	F.3 SALVATION – Why does Easter matter to Christians?	/					<ul style="list-style-type: none"> <li>Give examples of special occasions and suggest features of a good celebration</li> <li>Talk about why Easter is a special time for Christians.</li> <li>Talk about why a festival from another faith is special (eg. why Diwali is important for Hindus or why Sukkot is important for Jewish people).</li> </ul>
Summer	F3: Which places are special and why? <i>(Christians, Muslims, Jews)</i>	/	/	/			<ul style="list-style-type: none"> <li>Be aware that some religious people have places which have special meaning for them.</li> <li>Talk about things that are special and valued in a place of worship.</li> <li>Talk about their thoughts and feelings when visiting a church.</li> </ul>
	F5: Where do we belong? <i>(Christians, Muslims, Jews)</i>	/	/	/			<ul style="list-style-type: none"> <li>Share and record occasions when things have happened in their lives that made them feel special.</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>

## KS1 Cycle A

Unit title		Ch	Ju	Is	Hi	○	Outcomes & end of phase milestones
Autumn	1.1 GOD – What do Christians believe God is like? ( <i>The Lost Son parable</i> )	/					<ul style="list-style-type: none"> <li>Express ideas about how to look after animals and plants.</li> <li>Re-tell stories talking about what they say about the world, God and human-beings.</li> <li>Talk about things they find puzzling, interesting or wonderful about the world, plus their own experiences.</li> </ul>
	1.3 INCARNATION – Why does Christmas matter to Christians?	/					<ul style="list-style-type: none"> <li>Say what makes their family and friends special to them.</li> <li>Recall stories about special people and talk about what we can learn from them.</li> <li>Recall and talk about stories of Jesus as a friend to others</li> </ul>
Spring	1.2 Who is a <b>Muslim</b> and what do they believe?			/			<ul style="list-style-type: none"> <li>Talk about some religious stories and what they have learned from them</li> <li>Identify some of their own feelings in the stories they hear.</li> <li>Talk about why Christians celebrate Christmas and retell the Christmas story</li> </ul>
	1.4 GOSPEL – What is the good news that Jesus brings?	/					<ul style="list-style-type: none"> <li>Give examples of special occasions and suggest features of a good celebration</li> <li>Talk about why Easter is a special time for Christians.</li> <li>Talk about why a festival from another faith is special (e.g. why Diwali is important for Hindus or why Sukkot is important for Jewish people).</li> </ul>
Summer	1.5 What makes some places sacred (building & locations)? <b>[Islam focus]</b>	/		/			<ul style="list-style-type: none"> <li>Be aware that some religious people have places which have special meaning for them.</li> <li>Talk about things that are special and valued in a place of worship.</li> <li>Talk about their thoughts and feelings when visiting a church.</li> </ul>
	1.7 What does it mean to belong to a faith community? <b>[Islam focus]</b>	/		/			<ul style="list-style-type: none"> <li>Share and record occasions when things have happened in their lives that made them feel special.</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>

## KS1 Cycle B

Unit title		Ch	Ju	Is	Hi	○	Outcomes & end of phase milestones
Autumn	1.2 CREATION – Who made the world?	/					<ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>Say what the story tells Christians about God, Creation and the world and give at least one example of what Christians do to say thank you to God for the Creation.</li> </ul>
	1.8 How should we care for others and the world and why does it matter? <b>[Judaism focus]</b>	/	/				<ul style="list-style-type: none"> <li>To use creative ways to express their own ideas about the creation story and what it says about what God is like</li> <li>To talk about issues of good, bad, right and wrong arising from the stories</li> <li>Identify some ways that some people make a response to God by caring for others and the world.</li> </ul>
Spring	1.4 What can we learn from sacred books? <b>[Judaism focus]</b>	/	/				<ul style="list-style-type: none"> <li>Recognise that sacred texts (eg. Bible) contain stories which are special to many people and should be treated with respect.</li> <li>Retell stories from the Bible (NewT gospels) and suggest the meaning of these stories including how they inform the behaviour and attitudes of Christians.</li> <li>Ask and suggest answers to questions arising from stories Jesus told and stories from another religion</li> </ul>
	1.5 SALVATION – Why does Easter matter to Christians?	/					<ul style="list-style-type: none"> <li>Tell stories of Holy Week and Easter from the Bible and understand the idea of Salvation (Jesus rescuing people), recognising that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</li> </ul>
Summer	1.3 Who is <b>Jewish</b> and what do they believe?		/				<ul style="list-style-type: none"> <li>Talk about how items in the home remind Jewish people about God.</li> <li>Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate.</li> <li>Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</li> </ul>
	1.6 How and why do we celebrate special and sacred times? <b>[Judaism focus]</b>	/	/				<ul style="list-style-type: none"> <li>Identify some ways in which Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</li> <li>Retell stories connected with Christmas/Easter/Harvest/Pentecost and say why these are important to Christians.</li> <li>Retell stories connected with another religion and say why these are important to believers.</li> </ul>

## LKS2 Cycle A

		Unit title					Outcomes & end of phase milestones					
		Ch	Ju	Is	Hi	O						
Autumn	2a.2 PEOPLE OF GOD – What is it like to follow God?	/					<ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith and make connections with beliefs and teachings in the Bible.</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today and why it might be hard sometimes.</li> <li>Make links between the story of Noah and how we live in school and in the wider world</li> </ul>					
	2a.3 INCARNATION – What is the Trinity?	/					<ul style="list-style-type: none"> <li>Offer suggestions about what Jesus' baptism means to Christians and how they impact their beliefs today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>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.</li> </ul>					
Spring	2a.1 CREATION – What do Christians learn from the Creation story? (Digging Deeper)	/					<ul style="list-style-type: none"> <li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation; offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</li> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> <li>Describe what Christians believe God is like based on examples/interpretations from the Bible and how they might say sorry to God.</li> </ul>					
	L2.9 What can we learn from religions about deciding what is right and wrong? <b>[Judaism focus]</b>	/	/			/	<ul style="list-style-type: none"> <li>Make connections between stories of temptation and why people can find it difficult to be good.</li> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</li> <li>Give examples of ways in which some inspirational people have been guided by their religion</li> </ul>					
Summer	L2.5 Why are festivals important to religious communities? <b>[Judaism focus]</b>	/	/				<ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least 2 festivals from differing faiths.</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>Present their own responses about the roles of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied.</li> </ul>					
	L2.6 Why do some people think that life is a journey and what significant experiences mark this? <b>[Judaism focus]</b>	/	/				<ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify some key milestones.</li> <li>Explain why marking the milestones of life are important to Christians, Hindus and/or Jewish people, and what happens in ceremonies or commitment to mark these.</li> <li>Explain similarities and differences between ceremonies of commitment.</li> </ul>					

## LKS2 Cycle B

		Unit title					Outcomes & end of phase milestones					
		Ch	Ju	Is	Hi	O						
Autumn	L2.8 What does it mean to be a Hindu in Britain today?				/		<ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (including how they express their faith through puja, aarti and bhajans).</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> </ul>					
	L2.1 What do different people believe about God? <b>[Hinduism focus]</b>	/			/		<ul style="list-style-type: none"> <li>Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</li> <li>Identify some similarities and differences between ideas about the nature of God in different religions.</li> <li>Describe how Christians beliefs about 'God the Trinity' impact the way they live, worship and relate to God.</li> </ul>					
Spring	2a.4 GOSPEL – What kind of world did Jesus want? (the calling of the first disciples and Good Sam in DD)	/					<ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>Make simple links between the Good Samaritan parable and the importance of charity in Christian life.</li> <li>Offer suggestions about what Jesus' actions might mean for Christians (e.g. Jesus calling his disciples, how he healed the leper).</li> </ul>					
	2a.5 SALVATION – Why do Christians call the day Jesus died 'Good Friday'?	/					<ul style="list-style-type: none"> <li>Retell the Easter story and explain why it is so important for Christians.</li> <li>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean for Christians.</li> <li>Describe how Christians show their beliefs about Jesus in their everyday lives; for example prayer, serving and following His example</li> </ul>					
Summer	2a.6 KINGDOM – When Jesus left, what was the impact of Pentecost?	/					<ul style="list-style-type: none"> <li>Offer suggestions about what the description of Pentecost in Acts 2 might mean, making links between Pentecost, the Holy Spirit and the Kingdom of God.</li> <li>Make between ideas about the Kingdom of God explored in the Bible and how this impacts the way Christians live today.</li> <li>Describe how Christians show their belief about the Holy Spirit in worship and in the way that they live.</li> </ul>					
	L2.4 Why do people pray? <b>[focus on Hinduism]</b>	/			/		<ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied (Islam &amp; Christianity) and identify the similarities and differences.</li> <li>Describe ways in which prayer can comfort and challenge believers.</li> <li>Describe and comment on the similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul>					

## UKS2 Cycle A

Unit title		Ch	Ju	Is	Hi	O	Outcomes & end of phase milestones
Autumn	U2.6 What does it mean to be a <b>Muslim</b> in Britain today?			/			<ul style="list-style-type: none"> <li>Make connections between Muslim practice and the Five Pillars and their beliefs about God and the Prophet Muhammed.</li> <li>Describe and reflect on the significance of the Holy Quran to Muslims.</li> <li>Make connections between the key features of a mosque and the beliefs of Muslims.</li> </ul>
	2b.4 INCARNATION – Was Jesus the Messiah?	/					<ul style="list-style-type: none"> <li>Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas.</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>Weigh up how far the idea that Jesus is the Messiah is important in the world today and what difference that might make in people's lives.</li> </ul>
Spring	2b.5 GOSPEL – What would Jesus do? ( <i>inc Wise and Foolish Builders, Sermon on the Mount, The Centurion's Servant</i> )	/					<ul style="list-style-type: none"> <li>Offer interpretations of Jesus' teaching and parables he told and understand the different between them.</li> <li>Express their understanding about what Jesus would do to a moral dilemma from the world today.</li> <li>Explain the impact Jesus' teaching and example might have on Christians today and how this informs the way they live.</li> </ul>
	2b.8 KINGDOM – What kind of king is Jesus?	/					<ul style="list-style-type: none"> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations (The Feast Luke14, The Tenants in the Vineyard Matthew21).</li> <li>Make clear connection between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</li> <li>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of others, offering insights about whether or not the world could/should learn from Christian ideas.</li> </ul>
Summer	U2.8 What difference does it make to believe in 'ahimsa', grace and/or 'ummah'? <b>[Islam focus]</b>	/		/	/		<ul style="list-style-type: none"> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>Consider similarities/differences between beliefs and behaviour in different faiths and how these impact behaviours of believers.</li> <li>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in Hinduism, Christianity and Islam.</li> </ul>
	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <b>[focus on Islam and non-religious views]</b>	/		/		/	<ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art) and compare ideas from different religious groups (eg. Christians and Muslims).</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>Apply ideas from scripture and morals/values to the title question.</li> </ul>

## UKS2 Cycle B

Unit title		Ch	Ju	Is	Hi	O	Outcomes & end of phase milestones
Autumn	2b.3 PEOPLE OF GOD – How can following God bring freedom and justice?	/					<ul style="list-style-type: none"> <li>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave.</li> <li>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> </ul>
	U2.4 If God is everywhere, why go to a place of worship? <b>[Judaism focus]</b>	/	/				<ul style="list-style-type: none"> <li>Present ideas about the importance of people in a place of worship rather than the place itself.</li> <li>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>Make clear connections between Bible texts studied and what Christians believe about God, for example through how churches are designed.</li> </ul>
Spring	U2.3 What do religions say to us when life gets hard? ( <b>focus on Hinduism and non-religious views</b> )	/			/	/	<ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</li> <li>Outline Christian, Hindu and/or non-religious beliefs about life after death and identify some similarities and differences.</li> <li>Express ideas about how and why religion can help believers when times are hard, giving examples</li> </ul>
	2b.7 SALVATION – What difference does the resurrection make for Christians? [Year 6 part only]	/					<ul style="list-style-type: none"> <li>Suggest meanings for the 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.</li> <li>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</li> </ul>
Summer	2b.2 CREATION/FALL – Creation and science: conflicting or complimentary? (including <b>non-religious views</b> )	/				/	<ul style="list-style-type: none"> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life and how believing can be helpful and also challenging.</li> <li>Present different views on why people believe in God or not, including their own ideas.</li> <li>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (eg. Creation).</li> <li>Show understanding of why many Christians find science and faith go together.</li> </ul>
	U2.7 What matters most to Christians and <b>Humanists</b> ?	/				/	<ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> <li>Describe some Christian and Humanist values.</li> <li>Express their own ideas about some big moral concepts such as fairness, honesty etc. comparing them with the ideas of others they have studied</li> </ul>

## Religion Coverage Summary

Year groups	Cycle	Ch	Ju	Is	Hi	O	
EYFS	n/a	3	2	2	1		Brief introduction to 4 main religions through festivals
Year 1 & 2	A	3		3			Cycle A – Intro to Islam
	B	2	4				Cycle B – Intro to Judaism
Year 3 & 4	A	3	3			1	Cycle A - Judaism
	B	3			3		Cycle B – Intro to Hinduism
Year 5 & 6	A	3		3	1	1	Cycle A - Islam
	B	3	1		1	3	Cycle B – more of a focus on non-religious worldviews
		20	10	8	6	5	<p>Although only 41% of units focus solely on Christianity there are other NY units that incorporate Christianity and compare customs/concepts with other religions. Therefore the requirement for 50% Christianity (Statement of Entitlement) is met.</p> <p>Other religions taught in our RE curriculum include Judaism (20%), Islam (16%), Hinduism (12%) and non-religious worldviews such as Humanism (10%). <i>We have chosen to prioritise the religions in this way as we currently have a Jewish family who are part of our school community at Spofforth.</i></p> <p>Judaism is introduced in KS1 and then revisited in LKS2 and UKS2.                      Islam is introduced in KS1 and then revisited in UKS2.                      Hinduism is introduced in LKS2 and then revisited in UKS2.                      Other worldviews are incorporated into RE teaching throughout KS2.</p>