

# RE Long Term Plan

## Archbishop Runcie CE First School



*Be on your guard; stand firm in the faith; be courageous; be strong.*

*Do everything in love.*

1 Corinthians 16:13-14

The heart of the discerning acquires knowledge, for the ears of the wise seek it out.

***Proverbs 18:15***

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy. ***Religious Education in Church of England Schools: A Statement of Entitlement, February 2019***

At its best, [Religious Education] is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

***Ofsted Research Review: Religious Education, 2021***

Religious Education (RE) is a vibrant, academically rigorous subject which covers multiple religious and non-religious worldviews. RE challenges young people to explore religion and belief in a way that enhances their transferable skills of literacy and reasoning in the classroom and allows them to gain a better understanding of the world around them. With the continued importance of religion and belief in public life, and substantial media coverage of issues relating to religion and belief, whether debates about ethical issues or coverage of conflicts with religious elements, it is crucial to ensure that all young people are religiously literate.

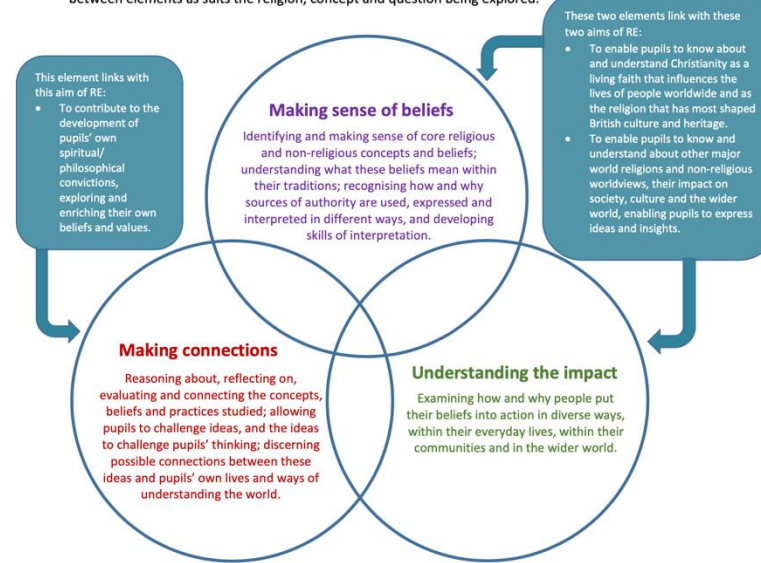
***The State of the Nation: A report on Religious Education provision within secondary schools in England, 2017***

Intent	Implementation	Impact and Next Steps			
<p>At Archbishop Runcie Church of England First School, we believe that it is essential for all our pupils to learn from and about religion. The aim of Religious Education (RE) in our school is for all children to become RE literate, where all children have the knowledge and ability to understand religion. This embodies creating a respectful attitude towards all religions, beliefs, and those with secular, non-religious beliefs.</p> <p>As a Church of England school, RE carries a high status within our curriculum – it is a ‘core’ subject alongside English, Maths and Science. It is an academic subject, one that interweaves theology and philosophy. Our RE curriculum provides opportunities for our children to explore the significant theological concepts within Christianity and other religious traditions, developing their thinking and their understanding of the world and making connections to their experiences within it. The <i>Statement of Entitlement, 2019</i> forms the basis of our offer, but it is supplemented by wider research and approaches to RE, both specific to CofE schools and other types of school.</p> <p>We believe that our ambitious RE curriculum should enable all of our children to:</p> <ul style="list-style-type: none"> <li>• See religion as living, current worldwide faiths</li> <li>• Understand the plurality of different beliefs as well as consider their own, including secular beliefs</li> <li>• Become Bible literate, knowing how to use a Bible as well as becoming familiar with key Christian passages as well as how to navigate a Bible appropriately to their age and development</li> <li>• Understand the impact that people’s beliefs have on their daily lives both worldwide and also closer to home, including the link between different religions and Britain’s cultural heritage</li> </ul>	<p>Religious Education is taught weekly and treated as a non-negotiable ‘core’ subject. Both due to children’s statutory entitlement, as well as the school’s moral duty, RE forms <i>at least</i> 5% of the core curriculum but, in practice, is closer to 10% (the bulk of at least one afternoon per week).</p> <p>High quality RE implementation requires high quality RE planning – this document is designed to supplement teacher subject knowledge and ensure progressiveness both between year groups and within units. Lessons are ambitious not just in terms of the content they cover but also in terms of the discussions had – it also links closely to discussions in PSHE and Collective Worship, with the Worship long-term plan dovetailing with RE where appropriate.</p> <p>Each academic year, children across the school receive the following:</p> <table border="1" data-bbox="752 539 1700 675"> <tr> <td data-bbox="752 539 1700 584">Christianity (Understanding Christianity work Reception-Y4)</td> </tr> <tr> <td data-bbox="752 584 1700 628">Other religious traditions (Islam, Judaism, Sikhism, Hinduism)</td> </tr> <tr> <td data-bbox="752 628 1700 675">Thematic overview of a key concept, including secular views</td> </tr> </table> <p>This is underpinned by the agreed Newcastle and Durham Diocesan Syllabus 2018. Where individual units must be picked between for particular year groups, this has been completed in conjunction with specialists from the Diocesan Education Board.</p> <p>The syllabus, alongside Understanding Christianity resource, provides a model of teaching that staff are trained to utilise:</p>	Christianity (Understanding Christianity work Reception-Y4)	Other religious traditions (Islam, Judaism, Sikhism, Hinduism)	Thematic overview of a key concept, including secular views	<p>The impact will be that children are increasingly confident in terms of their religious literacy, articulating this in a mature and conscientious fashion.</p> <p>This will be evidenced by pupil voice and deep dives, as well as regular monitoring. Furthermore, children will actively enjoy RE.</p> <p>Assessment will show increasing number of children engaged and achieving at the very highest levels in terms of RE.</p> <p>The impact of our high quality RE curriculum will go beyond data and individual assessments and will be something harder to define and, arguably, intangible: celebration of life in all its fullness, akin to a feeling when walking into not just an RE lesson, but the school overall. It will be shown by the children’s conscientious nature, thoughtful discussions beyond core RE lessons, and their understanding of the world. This will be as present in the Nursery classroom thinking about the wonders of creation to readying Year 4</p>
Christianity (Understanding Christianity work Reception-Y4)					
Other religious traditions (Islam, Judaism, Sikhism, Hinduism)					
Thematic overview of a key concept, including secular views					

- View RE as a way not just to consider theology but also philosophy and spirituality in the broadest sense
- Examine a range of religions and similarities and differences between them in context (e.g. how people of different faiths and none approach marriage).

Additionally, RE should also be contextual to our unique school history. This includes the diversity between our two church links as well as the wider religious context within the North East of England.

Teaching and learning in the classroom will encompass all three of the elements below, allowing for overlap between elements as suits the religion, concept and question being explored.



*Newcastle and Durham Diocesan Syllabus, p5*

Teachers use this approach in conjunction with the long-term plan and, where appropriate, *Understanding Christianity* (UC) to plan individual lessons. They use UC and the diocesan syllabus for agreed key knowledge parts.

Assessment is continual but is, for Y1-4, supplemented by end of unit checklists that help provide a checkpoint for how children are doing. Assessment is reported at least annually to parents through reports, using the same system as other core subjects.

In addition to this, specifically for teaching Christianity and the 'big story' of the Bible, regular and repeated use of the Big Frieze aids pupils to understand the wider theological messages which are shared in the Bible.

There are appropriate school visits/visitors planned in for each and every year group alongside a focus on how believers 'live out' their religion in day-to-day life.

children for their life beyond our church school.

## RE Curriculum Overview

EYFS						
Nursery	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	<b>Belonging</b>	<b>Pre-Incarnation</b>	<b>Creation</b>	<b>Pre-Salvation</b>	<b>Supplementary / festivals (books)</b>	<b>Supplementary / festivals (journeys)</b>
<b>Enquiry question</b>	What does it mean to be part of a family?	Why happened at the Nativity?	What does Creation mean?	Why do some Christians make promises?	Which books are special and why?	Where do we belong?
Reception	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	<b>The Big Frieze</b>	<b>Incarnation</b>	<b>Creation</b>	<b>Salvation</b>	<b>Supplementary / festivals</b>	<b>Supplementary / festivals</b>
<b>Enquiry question</b>	What stories are in the Bible?	Why do Christians perform nativity plays at Christmas?	Why is the word 'God' so important to Christians?	Why do Christians put a cross in an Easter Garden?	Which places are special and why?	Which stories are special and why?
Key Stage 1						
Year 1	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	<b>The Big Frieze</b>	<b>Incarnation</b>	<b>God</b>	<b>Salvation</b>	<b>Other religious traditions - Islam</b>	<b>Supplementary / festivals</b>
<b>Enquiry question</b>	How can the 'Big Frieze' teach us about the whole Bible?	Why does Christmas matter to Christians?	What do Christians believe God is like?	Why does Easter matter to Christians?	Who is Muslim and what do they believe?	What makes some places sacred for believers?
Year 2	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	<b>Creation</b>	<b>Incarnation (digging deeper)</b>	<b>Gospel</b>	<b>Salvation (digging deeper)</b>	<b>Other religious traditions - Judaism</b>	<b>Supplementary / festivals</b>
<b>Enquiry question</b>	Who made the world?	Why does Christmas matter to Christians?	What is the good news that Jesus brings?	Why does Easter matter to Christians?	Who is Jewish and how do they live?	How should we care for the world and for others, and why does it matter?

**Key Stage 2**

<b>Year 3</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>RE Concept</b>	<b>Other religious traditions - Sikhism</b>	<b>Incarnation</b>	<b>Salvation</b>	<b>Supplementary / festivals</b>		<b>Kingdom of God (with elements of digging deeper)</b>
<b>Enquiry question</b>	What does it mean to be a Sikh in Britain today?	What is the Trinity?	Why do Christians call the day that Jesus died 'Good Friday'?	What are the deeper meaning of festivals?		When Jesus left, what was the impact of Pentecost?
<b>Year 4</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>RE Concept</b>	<b>Other religious traditions - Hinduism</b>	<b>Incarnation/God (digging deeper)</b>	<b>People of God (with elements of digging deeper)</b>	<b>Salvation (digging deeper)</b>	<b>Gospel (with elements of digging deeper)</b>	<b>Supplementary / festivals</b>
<b>Enquiry question</b>	What does it mean to be a Hindu a Britain today?	What do we mean by incarnation?	What is like to follow God?	Why do Christians remember the events of Holy Week each year?	What king of world did Jesus want?	How and why do believers show their commitments during the journey of life?

Nursery	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	Belonging	The Christmas Story <i>Pre-Incarnation</i> (Including Diwali)	Creation	Easter <i>Pre-Salvation</i>	Supplementary / festivals (Books)	Supplementary / festivals (Journeys)
<b>Unit Question</b>	What does it mean to be part of a family?	What happened at the Nativity?	What does Creation mean?	Why do some Christians make promises?	Which books are special and why?	Being special – Where do we belong?
<b>Why this? Why now?</b>	The linked to children's PSHE development and developing their sense of belonging to the class, school and community at the beginning of the school year.	Lead up to Christian celebration of the birth of Jesus.  Diwali link to time and cohort.	Consolidating burgeoning Biblical knowledge – beginning the concept of the Bible itself.	Lead up to Christian festival of Easter.	Ramadan begins at the end of April and finished with Eid at the end of May. This is an opportunity to explore a different religion and culture as part of the Wonderful World Topic.	Linked to overall topic of journeys and children's transition to Reception/new schools.  Linking back to Autumn topic and consolidating understanding of 'Worship families'
<b>Specific vocabulary to teach</b>	Family Forgiveness Worship Church All Saints' St Nicholas's Prodigal Son God Jesus	Celebration Diwali Christmas Advent Nativity Performance Stable Baby	Bible Creation Adam and Eve Endangered Environments	Easter Palm Sunday Shrove Tuesday Lent Lenten Promise Good Friday	Bible Quran Muslim Eid Ramadan	Baptism Mosque Synagogue Temple Ceremony
<b>Lesson Progression</b>	1. Who is in my family?	1. What is a celebration?	1. Where did the world come from?	1. Why is Shrove Tuesday important to Christians?	1. What makes me special?	1. How do families welcome a baby?
	2. Who is in our Nursery family?	2. What is light? What is dark?	2. What is the story of creation?	2. What are Lenten promises?	2. What makes a story special?	2. How do people join a church?
	3. Which Worship family does the school belong to?	3. What is Diwali?	3. Who were Adam and Eve?	3. What can you see in Spring?	3. Which stories come from the Bible?	3. What happens at a baptism?
	4. Who are our friends?	4. How is Diwali celebrated?	4. How might Christians care for God's world?	4. How might Christians prepare for Easter?	4. What is a Quran?	4. How might Muslims celebrate a new baby?

	5. Who were David and Jonathan?	5. What does it mean to be a baby?	5. How might people look after animals?	5. What happened on Palm Sunday?	5. What do Muslims do for Ramadan?	5. How might Jewish people celebrate a new baby?
	6. What does it mean to forgive?	6. Why do some people celebrate Christmas?		6. What happened to Jesus during Easter?	6. Why is Eid special for Muslims?	6. How might Hindu people celebrate a new baby?
	7. Who was the Prodigal Son?	7. Who was present at the birth of Jesus?				
<b>Links to Biblical Text/stories:</b>	David and Jonathan Prodigal Son	Nativity Story	Genesis	Gospel	<i>Recap of stories covered so far</i>	Jesus's baptism
<b>Other Festivals/Celebrations</b>  <i>(Check specific dates each year)</i>	Harvest (discrete)	Remembrance Day Thanksgiving Inter Faith Week Hanukkah	Chinese New Year Valentine's Day	Purim (including story of Esther) Mother's Day Holy Week	Ramadan Christian Aid Week	Shavuot Eid Pentecost

Reception	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	The Big Frieze	Incarnation <i>(Core learning)</i>	Creation <i>(Core Learning)</i>	Salvation <i>(Core learning)</i>	Supplementary units/Festivals	Supplementary units/Festivals (Haj and Eid)
<b>Unit Question</b>	<b>What stories are in the Bible?</b>	<b>Why do Christians perform nativity plays at Christmas?</b>	<b>Why is the word 'God' so important to Christians?</b>	<b>Why do Christians put a cross in an Easter garden?</b>	<b>Which places are special and why?</b>	<b>Which stories are special and why?</b>
<b>Why this? Why now?</b>	Introduction to the Understanding Christianity syllabus of work and the concept of the Bible as a continuous story. Use of the Big Frieze to demonstrate where the stories are on the timeline of the Bible.	During this half term, children look at various celebrations (including other religious festivals), before moving onto the celebration of Christmas.	Children have previously been introduced to Christianity and they have explored a range of stories from the Bible, hearing the name God throughout. Children will now begin to explore what God means to Christians and deepen their understanding before exploring more complex concepts in future units.	Lead up to Christian festival of Easter.	Cumulative topic that allows a more holistic look at what has been studied so far. Further integration of other faiths in preparation for more in depth look at key Abrahamic religious stories.	Another cumulative topic which builds on visits to places of worship to go into further depth on Abrahamic religions, a key theme throughout units further up the school.
<b>Continuous Provision and Learning</b>	Bibles and Bible stories available for the children to access. Noah's Ark – Ark and range of animals.	People from the nativity stick puppets Blank nativity scenes for children to complete Nativity scene with figures which the children can use to explore the Christmas story.	Malleable - Making playdough animal figures for the story of creation Creative area - Collage materials to make jellyfish or other animals Construction area - Making a church out of boxes etc. in outdoor area Writing/mark-making - Writing our names or	Book area- Story books of Palm Sunday/ Children's Story Bible Writing - Writing 'sorry' and 'I forgive you' notes Outdoor area/construction - Bridge building/bridges to rescue people Creative area - Making crosses: twigs, building blocks, lolly sticks Cookery - Easter-egg or cross-shaped Easter biscuits to ice.	Wooden playsets of different places of Worship Writing in Arabic Items of faith	<i>Preparation for Year 1</i>



			the name 'God' in all sorts of ways			
<b>Vocabulary</b>	The Big Frieze Bible The Fall People of God Gospel Salvation Kingdom of God	Jesus Mary Joseph Shepherds	Parable Precious Pearl Lord's Prayer Ten Commandments Hallowed	Shrove Tuesday Ash Wednesday Palm Sunday Temptation	Denomination Catholic Church of England Mosque Synagogue	Old Testament New Testament Moses Judaism Islam <i>Abrahamic</i>
<b>Lesson Progression</b>	<b>Sorting stories known – Old and New Testament</b>  <b>Which books are special?</b>	<i>Fit in the other celebrations/festivals when appropriate, introducing other religions or cultures linked to them.</i>	<b>Who is the Creator to Christians?</b>	<b>Why do Christians eat pancakes on Shrove Tuesday?</b>	<b>Which places are special?</b>	<b>What might Christians use the Bible for?</b>
	<b>Creation</b>	<b>Who was at the Nativity?</b>	<b>What did God do on each day of Creation?</b>	<b>How does Lent link to Jesus's time in the desert?</b>	<b>What is a place of worship?</b>	<b>How do stories about Jesus help Christians understand how to live?</b>
	<b>The Fall</b>	<b>How do Christians celebrate Jesus' Birthday?</b>	<b>Where do Christians worship God?</b>	<b>Why is a palm cross a special symbol for some Christians?</b>	<b>What happens in a church?</b>	<b>Which stories do Christian people and Jewish people have in common?</b>
	<b>People of God</b>	<b>How do Christians celebrate Christmas at Church?</b>	<b>Why is God special to Christians?</b>	<b>What do Christians believe happened to Jesus at Easter?</b>	<b>What happens in a mosque?</b>	<b>Who was Moses?</b>
	<b>People of God</b>	<b>Why do Christians perform nativities at Christmas?</b>	<b>What might Christians in church say?</b>	<b>How do some Christians celebrate Easter at home?</b>	<b>What happens in a synagogue?</b>	<b>Who was Abraham?</b>
	<b>Incarnation</b>		<b>What is the Lord's Prayer?</b>	<b>What happens in a church at Easter?</b>	<b>What is similar about places of worship?</b>	<b>Who was Muhammad (PBUH)?</b>

	Gospel			How does the symbol of a cross help Christians to forgive people?	How could we make a place of reflection in school?	What is similar about the stories we have looked at?
	Salvation					
	Kingdom of God					
<b>Links to Biblical Text/stories:</b>	See teacher LTP.	The feeding of the five thousand (John 6:1-13) · Jesus' birth is announced (Luke 1:26-38/Matthew 1:18-25) Jesus is born in Bethlehem (Luke 2:1-7) Shepherds (Luke 2:8-20) and magi (wise men) visit (Matthew 2:1-12) No one has ever seen God because God is spirit (see John 4:24), but Jesus makes him known (see John 1:18).	In the beginning, God created the universe (Genesis 1:1-2:4 ISV) God says, 'You must not use the name of the Lord your God thoughtlessly. No one has seen God because God is spirit (see John 4:24), but Jesus makes him known (see John 1:18) The earth and everything in it belong to the Lord. (Psalm 24:1 ICB) God is the giver of life and breath (see Acts 17:24-28) Jesus' parable of the precious pearl (see Matthew 13:45-46)	Palm Sunday: for example, Matthew 21:1-11 Jesus' arrest, death and burial: for example Matthew 26:47-56; 27:15-66 Jesus' resurrection: for example Matthew 28:1-15 Easter morning in the garden: John 20:1-18 (Jesus and Mary)  Gospel of Matthew - Focus		
<b>Other Festivals/ Celebrations</b>  <i>(Check specific dates each year)</i>	Harvest	Diwali Remembrance Day Thanksgiving Inter Faith Week Advent Hanukkah	Chinese New Year Valentine's Day	Purim Mother's Day Holy Week	Ramadan Christian Aid Week	Shavuot Eid Pentecost

Year 1	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	The Big Frieze	Incarnation <i>(Core learning)</i>	God <i>(Core learning)</i>	Salvation <i>(Core learning)</i>	Other religious traditions - Islam	Supplementary units/ festivals
<b>Unit Question</b>	<b>How can 'The Big Frieze' teach us about the whole Bible?</b>	<b>Why does Christmas matter to Christians?</b>	<b>What do Christians believe God is like?</b>	<b>Why does Easter matter to Christians?</b>	<b>Who is a Muslim and what do they believe?</b>	<b>What makes some places sacred to believers?</b>
<b>Why this? Why now?</b>	Children need to develop their knowledge of the Big Frieze resources as well as the key concepts of Understanding Christianity. This is an opportunity to link their knowledge of Bible Stories to their place on the Big Frieze. It is taught in a chronological order in order for children to begin to understand the Frieze as a timeline of the Bible.	Lead up to Christian celebration of the birth of Jesus Following on from The Big Frieze as initial focus upon understanding where the stories of Jesus are in the Bible.	Children at this stage are able to think more broadly about the concept of God. It also helps to provide a theological background to the more Biblical-led units across Key Stage 1. It is particularly important to have this foundation before discussing Easter.	Lead up to Christian festival of Easter.	Other faith unit. Islam chosen for Year 1 as Judaism unit benefits from knowing more of Old Testament/Tanakh stories from being in school longer and due to the differences and similarities being arguably more complex to pick apart.	As per diocesan syllabus, this is a key question to ask that goes beyond one religion. It follows on closely with the Reception unit about 'special' places.
<b>Specific vocabulary to teach</b>	Creation, Creator Salvation Temptation Incarnation Christian	Incarnation, Jesus, Christmas, Gospel, Nativity, Bethlehem	Parable, Gospel (again to solidify further), Luke, forgiveness, praise, sorry, ask	Salvation, incarnation, Easter, resurrection, crucifixion, Heaven	Shahadah, Allah, Prophet Muhammad (PBUH), Quran, Arabic, messenger, Ramadan, charity, fasting, pilgrimage	worship, church, mosque, sacred, holy, respect, special
<b>Lesson Progression</b>	<b>Panel 1 – Creation</b>	<b>1. Where do the stories of Jesus come from?</b>	<b>1. What do paintings tell us about the Parable of the Lost Son?</b>	<b>1. How is Spring linked to Easter?</b>	<b>1. What is the Shahadah?</b>	<b>1. How might believers feel about their places of worship?</b>

	<b>Panel 2 – Fall</b>	<b>2. What happens in the Nativity story?</b>	<b>2. What might the characters from the Parable of the Lost Son feel?</b>	<b>2. What happened in Easter Week?</b>	<b>2. Why might Muslims have 99 names for Allah?</b>	<b>2. How do believers show respect for their places of worship?</b>
	<b>Panel 3 and 4 – People of God</b>	<b>3. Why is Jesus so important to Christians?</b>	<b>3. What is the deeper meaning behind the parable?</b>	<b>3. How do some Christians feel when reading the Easter story?</b>	<b>3. What do Muslims think of the Prophet Muhammad (Peace Be Upon Him)?</b>	<b>3. What kind of sacred objects might believers use in their worship?</b>
	<b>Panel 5 – Incarnation</b>	<b>4. How does the Nativity story influence how some Christians live?</b>	<b>4. What might Christians say when praying to God?</b>	<b>4. How do Christians think about life after death?</b>	<b>4. What is the Quran and what was the Night of Power?</b>	<b>4. What is similar about services within places of worship?</b>
	<b>Panel 6 – Gospel</b>	<b>5. What are Christians thankful for at Christmas?</b>	<b>5. What do Christians think of forgiveness?</b>	<b>5. How do Christians celebrate Easter?</b>	<b>5. What are Five Pillars of Islam?</b>	<b>5. What do prayers, songs and readings have in common in different places of worship?</b>
	<b>Panel 7 – Salvation</b>  <b>Panel 8 – Kingdom of God</b>	<b>6. How do churches celebrate Advent?</b>	<b>6. What might Christians believe God is like?</b>	<b>6. Where does Easter fit in with the Big Story of the Bible?</b>	<b>6. What sort of values do Muslims live by?</b>	<b>6. Why do believers go to their sacred places?</b>

Year 2	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	Creation - <i>(Core learning with elements of digging deeper)</i>	Incarnation - <i>(Digging Deeper)</i>	Gospel - <i>(Core Learning)</i>	Salvation - <i>(Digging Deeper)</i>	Other religious traditions - Judaism	Supplementary units/Festivals
<b>Unit Question</b>	<b>Who made the world?</b>	<b>Why does Christmas matter to Christians?</b>	<b>What is the good news that Jesus brings?</b>	<b>Why does Easter matter to Christians?</b>	<b>Who is Jewish and how do they live?</b>	<b>How should we care for the world and for others, and why does it matter?</b>
<b>Why this? Why now?</b>	More complex unit, so placed in Year 2. Prepares children to consider ideas around Harvest.  Deliberately reflective of Y1, partic. What God is like.	Lead up to Christian celebration of the birth of Jesus	Gospel as concept to consolidate before Easter so that Easter can be delivered more closely following the Bible. Follows on from the literal arrival of Jesus in the Christmas story.	Lead up to Christian festival of Easter  Drop-down day to provide an extended unit on Judaism	Judaism unit benefits from longer exposure to Biblical stories to see the Abrahamic faith links, hence why placed in Year 2 not Year 1.	This unit can be summative not just for Y2 but also looking at Islam from Year 1 to compound that understanding.
<b>Specific vocabulary to teach</b>	Creator, thankful, grace, Harvest, day of rest, ecology, Genesis, prayers, obedience, forgiveness, steward	Incarnation, Jesus, Christmas, Gospel, Nativity, Bethlehem, crib scene, carols, Matthew, Luke, hymn	forgiveness, friendship, peace, Gospel, New Testament, disciple, Matthew, Mark, Luke and John	Salvation, The Last Supper, Crucified, Forgiveness, Holy Communion, Congregation	Shema, Israel, Tanakh, Shabbat, Exodus, Moses, Sukkot, David and Goliath, challah bread, Kiddush, mezuzah, menorah, Torah, shofar	Psalms, Islam, Golden Rule, charity, Newcastle diocese, Ruth and Naomi, Quran
<b>Lesson Progression</b>	<b>1. What does it mean to be a creator?</b>	<b>1. What is the meaning of incarnation?</b>	<b>1. What is good news?</b>	<b><u>1, 2 and 3. What happened during Easter Week?</u></b> <b>1: What happened on Palm Sunday and Holy Monday?</b>	<b>1. What is the Shema prayer?</b>	<b>1. How might believers think about how God values everyone?</b>

	<b>2. What is the order of creation in the Bible?</b>	<b>2. How and why is Jesus shown as a king in the Bible?</b>	<b>2. What is the good news that Jesus has for Matthew?</b>	<b>2: Why is Maundy Thursday important to Christians?</b>	<b>2. What is Shabbat and why is it important to Jewish people?</b>	<b>2. What do we mean by the Golden Rule?</b>
	<b>3. How might Creation make Christians think about thankfulness?</b>	<b>3. What does the crib scene mean to Christians around the world?</b>	<b>3. How is peace part of the Good News?</b>	<b>3: What do Christians think happened on Good Friday and Easter Sunday?</b>	<b>3. What does the challah bread eaten on Shabbat symbolise?</b>	<b>3. How might believers think about charity?</b>
	<b>4. How does Harvest link with the idea of Creation?</b>	<b>4. Why do Christians sing carols at Christmas?</b>	<b>4. How does Jesus' good news show Christians how to live?</b>	<b>4. How do Christians think about sin?</b>	<b>4. Why do Jews celebrate Sukkot?</b>	<b>4. How have people of different beliefs been inspired to care for people?</b>
	<b>5. Why is the day of rest important for many Christians?</b>	<b>5. Why do Christians give gifts at Christmas?</b>	<b>5. How do some Christian groups show forgiveness, friendship and peace?</b>	<b>5. How does the Easter story link with Salvation?</b>	<b>5. What is Hanukkah and why is it important for Jews?</b>	<b>5. What do believers think about the creation?</b>
	<b>6. How might Christians think about looking after God's creation?</b>	<b>6. How do churches celebrate Christmas?</b>	<b>6. How does the idea of good news link to prayer?</b>	<b>6. How do Christians show their belief that Jesus is the saviour?</b>	<b>6. What does the story of David and Goliath tell Jews?</b>  <b>7. The Call of Samuel</b>  <b>8. What are some important Jewish objects and what do they signify?</b>	<b>6. How should we care for the world?</b>

Year 3	Autumn Term		Spring Term	Summer Term	
<b>RE Concept</b>	Other religious traditions - Sikhism	Incarnation/God - <i>(Core learning)</i>	Salvation - <i>(Core learning)</i>	Supplementary units/Festivals	Kingdom of God - <i>(Mostly Core Learning, with L5 and L6 taking elements of Digging Deeper)</i>
<b>Unit Question</b>	<b>What does it mean to be a Sikh in Britain today?</b>	<b>What is the Trinity?</b>	<b>Why do Christians call the day Jesus died 'Good Friday'?</b>	<b>What are the deeper meanings of festivals?</b>	<b>When Jesus left, what was the impact of Pentecost?</b>
<b>Why this? Why now?</b>	Sikhism placed here as it is challenging in that it is not Abrahamic unlike in KS1, but does not have the cognitive conflict of being henotheistic (one god but recognising the idea of others, alongside the complexity of many gods being part of one). Diwali often will have recently occurred.	Key concept that is explored at the same time in Year 3 and Year 4. Key concepts that build up to the Easter unit.	Lead up to Christian festival of Easter	Longer unit (over 2 half terms to fully explore other religious traditions)	Timed to occur after reflection of Pentecost and Ascension and to help summarise some of the higher level thinking.
<b>Specific vocabulary to teach</b>	Guru, Guru Nanak, Guru Granth Sahib, 5 Ks - Kirpan, Kara, Khanga, Kesh, Kachha, Langar, Gurdwara, Mool Mantar	baptism, symbolism, Holy Spirit, The Grace, Trinity, epistle	Holy Week, Crucifix, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday	Festival, celebration, similarities, Easter, Diwali, Vaisakhi, Ramadan, Lent, sacrificing, Pesach, multicultural	Pentecost, Acts of the Apostles, followers, Holy Spirit, disciples
<b>Lesson Progression</b>	<b>1. Where in the world are there Sikh people?</b>	<b>1. What is the symbolism of water in baptism?</b>	<b>1. What do the different crosses represent in Holy Week?</b>	<b>1. What is similar about how believers celebrate some festivals?</b>	<b>1. What happened on the day of Pentecost?</b>
	<b>2. What are the key beliefs in Sikhism?</b>	<b>2. How is the Trinity shown in the story of Jesus's baptism?</b>	<b>2. How would Mary have felt during Holy Week?</b>	<b>2. How is the deeper meaning of Ramadan similar to Lent?</b>	<b>2. What do Christians believe about the first 3,000?</b>

	<b>3. Who were the Ten Gurus?</b>	<b>3. How does the Trinity link with Christian baptism?</b>	<b>3. How do churches celebrate Holy Week?</b>	<b>3. How is the deeper meaning of Holy Week similar to Pesach?</b>	<b>3. How do Christians think of the Pentecostal Holy Spirit?</b>
	<b>4. Who is the living guru and why is he important to Sikh people?</b>	<b>4. How is 'The Grace' important to Christians?</b>	<b>L4. How do some Christians prepare for Good Friday and Easter Sunday?</b>	<b>4. How is the deeper meaning of Vaisakhi similar to other festivals?</b>	<b>4. How is Pentecost the church's Birthday?</b>
	<b>5. What are some key Sikh practices?</b>	<b>5. How might Christians explain the Trinity?</b>	<b>5. How does Holy Week inspire hope in Christianity?</b>	<b>5. What links the festivals we've looked at together?</b>	<b>. How might Christians think of the Church as the body of Christ and what does this mean?</b>
	<b>6. What is Diwali and why do Sikhs celebrate it?</b>	<b>6. How are baptism, prayer and the Trinity linked together?</b>	<b>6. What is the 'good' in Good Friday and why do some Christians call it this?</b>	<b>6. How are festivals celebrated in Britain today?</b>	<b>6. What was the impact of Pentecost?</b>
			<b>7. How might the role of religious festivals have changed in Britain today?</b>		
			<b>8. How can the way believers celebrate festivals differ?</b>		



Year 4	Autumn Term		Spring Term		Summer Term	
<b>RE Concept</b>	Other religious traditions – Hinduism	Incarnation/God - <i>(Digging Deeper)</i>	People of God - <i>(Core learning and elements from Digging Deeper)</i>	Salvation - <i>(Digging Deeper)</i>	Gospel - <i>(Core learning and Digging Deeper)</i>	Supplementary units / festivals
<b>Unit Question</b>	<b>What does it mean to be a Hindu in Britain today?</b>	<b>What do we mean by incarnation?</b>	<b>What is it like to follow God?</b>	<b>Why do Christians remember the events of Holy Week each year?</b>	<b>What kind of world did Jesus want?</b>	<b>How and why do believers show their commitments during the journey of life?</b>
<b>Why this? Why now?</b>	Some very complex ideas in terms of life and death and one God made of many, so left until Year 4 when children are most mature and have had most exposure to different beliefs.	Key concept that is explored at the same time in Year 3 and Year 4. Key concepts that build up to the Easter unit.	Starting year with earlier on in the 'Big Story' of the Bible.	Lead up to Christian festival of Easter	The most complex of Biblical-led units, hence left until last unit. Summates a lot of core learning throughout time at ARFS.	Summative unit at the end of the year. Briefly touches on death so left until children are more mature.
<b>Specific vocabulary to teach</b>	India, Brahman, Shiva Shrutu, Veda. Murti. Samsara, Nepal, Vishnu Brahma, Smriti, Mandir Karma, Moksha	Baptism, Trinity, The Father, the Son and the Holy Spirit, Gospel, Epistle, John the Baptist	Old Testament, Genesis, covenant, descendants, Noah, Abraham, Sarah, Isaac, Israel, Hebrew, Abrahamic religions	Holy Week, Palm Sunday, Maundy Thursday, Last Supper, Good Friday, Easter Sunday, Salvation, Gospel, Peter's denial	leper, ministry, hypocrisy, clergy, forgiveness, friendship, peace, Gospel	Baptism, sacrament, bar/bat mitzvah, marriage, civil marriage, confirmation, denomination, Sacred Thread, secular, ceremony, pilgrimage
<b>Lesson Progression</b>	<b>1. Where is Hinduism from, how old is it and what are some important Hindu beliefs?</b>	<b>1. What does the start of the Gospel of John tell us and how does it link to Genesis?</b>	<b>1. Who was Noah?</b>	<b>1. What happened on Palm Sunday and how do Christians remember it?</b>	<b>1. How might Christians interpret the calling of the first disciples?</b>	<b>1. What are some important stages in our life journey and how might believers mark them?</b>
	<b>2. What do Hindus believe about creation and God?</b>	<b>2. How does the beginning of the Gospel of John differ from that of Matthew and Luke?</b>	<b>2. What was Noah's covenant with God?</b>	<b>2. What happened at the Last Supper?</b>	<b>2. What does the story of Jesus healing a leper tell Christians?</b>	<b>2. What might it mean for somebody to join their faith community?</b>

	<b>3. Which texts are holy for Hindu people?</b>	<b>3. Why and how are Christians baptised?</b>	<b>3. Who was Abraham?</b>	<b>3. How do Christians remember Maundy Thursday?</b>	<b>3. What was the impact of the story of the Good Samaritan, both at the time and later?</b>	<b>3. What might it mean for a Hindu or Jew to join their faith community?</b>
	<b>4. How might Hindus show their faith in everyday life?</b>	<b>4. What do we mean by incarnation?</b>	<b>4. What is the Covenant of the Pieces?</b>	<b>4. What does Good Friday mean to Christians?</b>	<b>4. How did Jesus challenge the ideas of people at the time?</b>	<b>4. How might a Hindu commemorate marriage?</b>
	<b>5. How might Hindus show their devotion to God?</b>	<b>5. How might Christians think of Jesus as God incarnated?</b>	<b>5. What do the Salvation Army do?</b>	<b>5. Why is Peter's denial important an important part of Holy Week for Christians?</b>	<b>5. How might members of the clergy think about acting upon the Gospel?</b>	<b>5. How might a Christian and a non-believer commemorate marriage?</b>
	<b>6. How might Hindus in Britain celebrate Diwali compared to India?</b>	<b>6. How might Christians think of the Holy Spirit?</b>	<b>6. What is it like for Christians to follow God?</b>	<b>6. What does 'Salvation' mean and how does it link to Holy Week?</b>	<b>6. How might Christians use the Gospel to guide their life?</b>	<b>6. Why do believers go on pilgrimage?</b> <b>7. Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</b> <b>8. What might be the purpose of ceremonies of commitment today for both believers and non-believers?</b>

