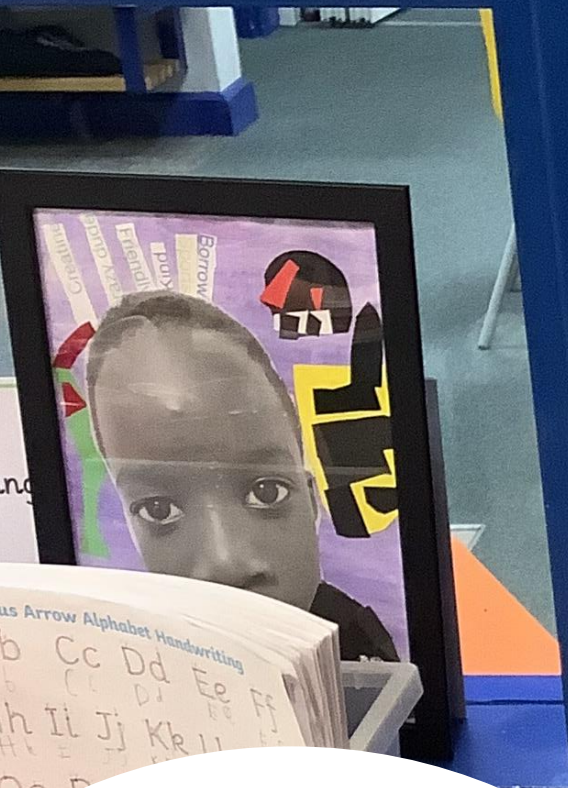




Class	Topic	Teacher	Parent	Child
Year 1	Autumn	Ms. Smith	Mr. Jones	Tom
Year 2	Autumn	Ms. Brown	Mr. White	Emily
Year 3	Autumn	Ms. Green	Mr. Black	James
Year 4	Autumn	Ms. Red	Mr. Grey	Charlotte
Year 5	Autumn	Ms. Blue	Mr. Gold	Oliver
Year 6	Autumn	Ms. Silver	Mr. Bronze	Isabella



R.E. Curriculum

Broughton Fields Primary School



Intent

At Broughton Fields Primary School, our intention is to deliver a Religious Education curriculum which is underpinned by our School Values of **Tolerance, Respect** and **Empathy** and focused on preparing our pupils for life in modern Britain and a religiously diverse world.

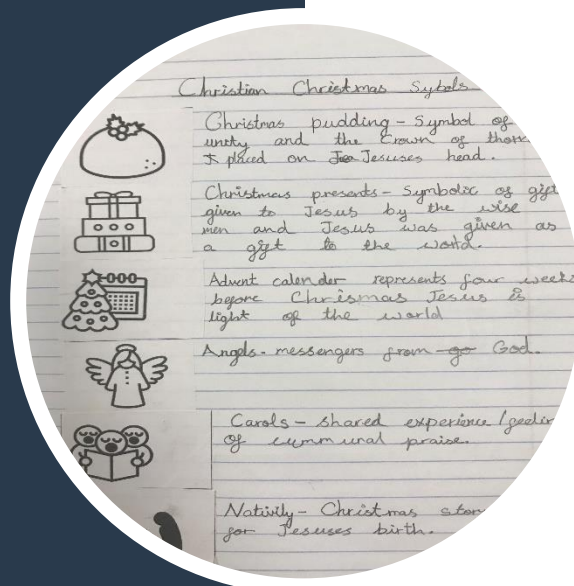
We will:

- Teach knowledge and understanding of the key beliefs, practices and traditions from Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism.
- Follow an enquiry-based approach which teaches the key skills of reflection, empathy and evaluation in order to help our pupils to answer challenging key questions.
- Provide clear opportunities for Spiritual, Moral, Social and Cultural development through a series of structured and progressive lessons and units.
- Give our pupils and their families the opportunity to consider and share their own beliefs, values and experiences in order to develop a sense of belonging, inclusion and community.
- Help pupils to engage confidently, constructively and reflectively with beliefs, values, lifestyles and world views and to make connections between them.

By the time they leave school, our pupils will be able to explain how a concept or belief resonates in their own life and can also see how this might be different for other people because of their religion or beliefs. They will express their own thoughts, having reflected on them in relation to other people's. They will recall facts about religions and explain differences in practice and interpretation within and between religions. They will weigh up evidence and different arguments or aspects relevant to enquiry questions and explore how different people or religions interpret the concept being investigated. They will also express their opinion, supported by evidence and their own beliefs.



"We deliver a Religious Education curriculum which is underpinned by our School Values of Tolerance, Respect and Empathy and focused on preparing our pupils for life in modern Britain and a religiously diverse world"





Leader: Karen Cook

The following grids show:

- 1) Yearly progression grids for R.E.
- 2) An example of short term planning for an R.E. unit.



July 6th October
5th Pillar of Islam: Pilgrimage.

What is a

Pilgrimage is a religious journey to a signif

Notes:

- They need to go.
- More than 3million Muslims make the journey.
- Muhammad got his first message from god.
- Rite of passage.
- Ka'bah
- Pray-towards the ka'bah
- the holiest sight.
- Walk around it 7 time anti-clockwise.
- The cover is washed every year.
- Walk around the hills of Safa and Marwah.
- Plain of Arafat - (where Muhammed delivered sermon).

Broughton Fields Primary School – Progression in R.E – Year 1

Progression of Key Skills:

	Reflection and Empathy	Knowledge and Understanding	Evaluation
End of KS1	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. I can verbalise and / or express my own thoughts.	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LKS2	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of UKS2	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs. I can express my own thoughts, having reflected on them in relation to other people's.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Term	Unit and enquiry question	Learning outcomes			Key Vocabulary	Prior Learning	Future Learning
		Working Towards	Expected Level	Greater Depth			
Autumn 1	<u>Christianity</u> Does God want Christians to look after the world?	I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.	I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.	Creation Story Adam Eve	This is the first time the children will have learnt about the creation story.	In Year 2, children consider why God gave Jesus to the World.
Autumn 2	<u>Christianity</u> What gift would I have given to Jesus if he had been born in my town, not in Bethlehem?	I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians.	I can talk about a gift that is special to me. I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.	I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).	Mary Joseph Frankincense Myrrh	Children will have listened to the Christmas story in Foundation and will have performed the Nativity.	In Year 2, children reflect on the Christmas story and the reasons for Jesus' birth. In Year 3, children learn about the true meaning of Christmas to Christians. In Year 4, children consider which is the most significant part of the Nativity story for Christians today. In Year 5, children look at different versions of the Christmas story and think

							<p>about whether it is a true story.</p> <p>In Year 6, children consider the significance of Mary as Jesus's mother.</p>
Spring 1	<p><u>Christianity</u></p> <p>Was it always easy for Jesus to show friendship?</p>	<p>I can tell you who is my friend.</p> <p>I can say something about one of Jesus' friends.</p> <p>I can say how Jesus was nice to people.</p>	<p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can say how Jesus tried to be a good friend.</p>	<p>I can talk about times when I have been a good friend.</p> <p>I can tell a story about Jesus and His friends and say how He showed friendship in that story.</p> <p>I can say how Christians show friendship and how God helps them do this.</p>	Zacchaeus Mary, Martha and Lazarus	Children learn about how to be a good friend in Foundation.	<p>In Year 2, children learn to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p>In Year 3, children learn about how Jesus was able to 'heal' people.</p>
Spring 2	<p><u>Christianity</u></p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>I can tell you someone who is special to me.</p> <p>I can tell you something about Palm Sunday.</p> <p>I can show some awareness that Jesus is special to Christians.</p>	<p>I can talk about a person I admire.</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p>	<p>I can discuss how I might treat a special person and say why.</p> <p>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p>I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.</p>	Palm Sunday Palm cross	Children will have listened to the Easter story in Foundation.	<p>In Year 2, children retell the Easter story and consider what Jesus' resurrection means for Christians.</p> <p>In Year 3, children learn to explain why Christians see Jesus' death as 'good'.</p> <p>In Year 4, children learn to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p>In Year 5, children question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>In Year 6, children examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>
Summer 1	<p><u>Judaism</u></p> <p>Is Shabbat important to Jewish people?</p>	<p>I can tell you my favourite day.</p> <p>I can tell you something on the special Shabbat table.</p> <p>I can tell you what Joshua might do on a Friday after school.</p>	<p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being</p>	<p>I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how certain beliefs affect decision-making.</p>	Shabbat Challah	This is the first time children will have learnt about Judaism.	<p>In Year 1 Summer 2, children learn about Chanukah and how it makes Jewish children feel closer to God.</p> <p>In Year 2, children learn how celebrating Passover helps Jews show God they value their special relationship with Him and how Jewish people show their commitment to God.</p>

			Jewish and decisions about behaviour.				In Year 4, children learn to understand the special relationship between Jews and God and the promises they make to each other. They learn to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They also learn how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.
Summer 2	<u>Judaism</u> Does celebrating Chanukah make Jewish children feel closer to God?	I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah.	I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.	I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.	Chanukah Chanukiah Latkes Synagogue Dreidel Judas Maccabee	In Year 1 Summer 1, children will have learnt about how Jewish people celebrate Shabbat.	In Year 2, children learn how celebrating Passover helps Jews show God they value their special relationship with Him and how Jewish people show their commitment to God. In Year 4, children learn to understand the special relationship between Jews and God and the promises they make to each other. They learn to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They also learn how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.

Broughton Fields Primary School – Progression in R.E – Year 2

Progression of Key Skills:

	Reflection and Empathy	Knowledge and Understanding	Evaluation
End of KS1	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. I can verbalise and / or express my own thoughts.	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.

End of LKS2	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of UKS2	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs. I can express my own thoughts, having reflected on them in relation to other people's.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Term	Unit and enquiry question	Learning outcomes			Key Vocabulary	Prior Learning	Future Learning
		Working Towards	Expected Level	Greater Depth			
Autumn 1	<u>Christianity</u> Is it possible to be kind all of the time?	I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.	I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).	Samaritan Parable	In Year 1, children learnt how Jesus showed friendship.	In Year 3, children learn about how Jesus was able to 'heal' people.
Autumn 2	<u>Christianity</u> Why did God give Jesus to the world?	I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	I can say how I could help solve a problem in the world by showing love. I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.	Advent	In Year 1, children have listened to the Christmas story and have thought about the gifts that were given to Jesus.	In Year 3, children learn about the true meaning of Christmas to Christians. In Year 4, children consider which is the most significant part of the Nativity story for Christians today. In Year 5, children look at different versions of the Christmas story and think about whether it is a true story. In Year 6, children consider the significance of Mary as Jesus's mother.
Spring 1	<u>Judaism</u> How important is it for Jewish people to do as God has asked?	I can talk about people I listen to/respect. I can tell you something Jews do at Passover. I can start to say what I think is an important thing Jews do to show	I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct	I can say what makes me do as some people ask but not others, and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God.	Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas	In Year 1 children have learnt about Shabbat and how important it is to Jewish people. They have also learnt about Chanukah and how it makes	In the Summer term in Year 2, children learn how Jewish people show their commitment to God. In Year 4, children learn to understand the special relationship between Jews and God and the promises they make to each other.

		they are doing what God asks.	vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.	I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.	Chazeret Exodus Moses Kashrut Kosher	Jewish children feel closer to God.	They learn to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They also learn how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.
Spring 2	<u>Christianity</u> How important is it to Christians that Jesus came back to life after his crucifixion?	I can say how I remember people who are not here anymore. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.	Easter Egg Hot cross bun Resurrection	In Year 1, children have learnt what happened on Palm Sunday and how special Jesus is to Christians.	In Year 3, children learn to explain why Christians see Jesus' death as 'good'. In Year 4, children learn to understand how Jesus' life, death and resurrection teaches Christians about forgiveness. In Year 5, children question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. In Year 6, children examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.
Summer 1	<u>Islam</u> Does going to the Mosque give Muslims a sense of belonging?	I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.	Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats Hajj	This is the first time children learn about Islam.	In Year 6, children learn to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. They also learn that the concept of Jihad can be interpreted differently, leading to different actions and consequences.
Summer 2	<u>Judaism</u> What is the best way for a Jew to show commitment to God?	I can name some things that I have done at certain ages and can tell you something that is important to me.	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are	Ten Commandments Shabbat Seder Synagogue Torah Bar Mitzvah	In Year 1, children have learnt about how Jewish people celebrate Shabbat. They have learnt about Chanukah and	In Year 4, children learn to understand the special relationship between Jews and God and the promises they make to each other. They learn to understand

		<p>I can name some things that are special to Jews.</p> <p>I can start to express an opinion about what might be important to Jews.</p>	<p>I can talk about one of the ways Jews show commitment to God.</p> <p>I can talk about a way that Jews show commitment to God and say why this might be important.</p>	<p>more or less important to me.</p> <p>I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</p>	<p>Bat Mitzvah</p> <p>Mitzvot</p> <p>Tu B'Shevat</p> <p>Shema</p>	<p>how it makes Jewish children feel closer to God.</p> <p>In Year 2 Spring 1, children learnt how celebrating Passover helps Jews show God they value their special relationship with Him.</p>	<p>how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They also learn how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Broughton Fields Primary School – Progression in R.E – Year 3

Progression of Key Skills:

	Reflection and Empathy	Knowledge and Understanding	Evaluation
End of KS1	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. I can verbalise and / or express my own thoughts.	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LKS2	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of UKS2	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs. I can express my own thoughts, having reflected on them in relation to other people's.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Term	Unit and enquiry question	Learning outcomes			Key Vocabulary	Prior Learning	Future Learning
		Working Towards	Expected Level	Greater Depth			
Autumn 1	<p><u>Hinduism</u></p> <p>Would celebrating Diwali at home and in the community bring a sense of belonging to a Hindu Child?</p>	<p>I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for.</p> <p>I can describe some of the things Hindus do at</p>	<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Diwali</p>	<p>I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things bring me a sense of belonging.</p> <p>I can describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the</p>	<p>Divali</p> <p>Ramayana</p> <p>Rama</p> <p>Sita</p> <p>Lakshmi</p> <p>Rangoli patterns</p> <p>Diva lamp</p> <p>Puja tray</p> <p>Mandir</p>	<p>This is the first unit taught on Hinduism.</p>	<p>Later in Year 3, children learn to understand the Hindu belief that there is only one God with many different aspects. They learn to understand the significance of the River Ganges both for a Hindu and a non-Hindu.</p> <p>In Year 5, children learn to understand how Hindus show</p>

		home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.	and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.			their commitment to God and to evaluate if there is a best way. They learn to understand the impact of certain beliefs on a Hindu's life.
Autumn 2	<u>Christianity</u> Has Christmas lost its true meaning?	I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.	I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.	Advent Incarnation	In Year 1, children have learnt the Christmas story and decided what gifts would be meaningful for Jesus. In Year 2, children have reflected on the Christmas story and the reasons for Jesus' birth.	In Year 4, children consider which is the most significant part of the Nativity story for Christians today. In Year 5, children look at different versions of the Christmas story and think about whether it is a true story. In Year 6, children consider the significance of Mary as Jesus's mother.
Spring 1	<u>Christianity</u> Could Jesus really heal people?	I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.	I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.	Miracle	In Year 1, children learnt how Jesus showed friendship. In Year 2, children have retold Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	In Year 4, children learn how important going to church is to show someone is a Christian. In Year 5, children consider the best way for a Christian to show commitment to God.
Spring 2	<u>Christianity</u> What is 'good' about Good Friday?	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.	Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas	In Year 1, children learnt that Jesus is special to Christians and how His welcome on Palm Sunday shows this. In Year 2, children retold the Easter story and considered what Jesus' resurrection means for Christians.	In Year 4, children learn to understand how Jesus' life, death and resurrection teaches Christians about forgiveness. In Year 5, children question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. In Year 6, children examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.

Summer 1	<u>Hinduism</u> How can Brahman be everywhere and in everything?	<p>I can explain how I may be special in different ways to different people.</p> <p>I can tell you about some Hindu gods and start to explain their significance to Hindus.</p> <p>I can ask questions about what Hindus believe.</p>	<p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p>I can describe some of the characteristics that make me even when I am playing different roles.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p> <p>I can reflect on Hindu beliefs and express thoughts on these.</p>	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent	In Year 3 Autumn 1, children learnt about the festival of Diwali and how it brings a sense of belonging to a Hindu child.	<p>In Year 3 Summer 2, children learn to understand the significance of the River Ganges both for a Hindu and a non-Hindu.</p> <p>In Year 5, children learn to understand how Hindus show their commitment to God and to evaluate if there is a best way. They learn to understand the impact of certain beliefs on a Hindu's life.</p>
Summer 2	<u>Hinduism</u> Would visiting the River Ganges feel special to a non-Hindu?	<p>I can explain the effects of water on me.</p> <p>I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them.</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges.</p>	<p>I can explain why water is important.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>I can describe some ways that people use water in groups and start to explain how that gives a sense of community.</p> <p>I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.</p> <p>I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there.</p>	Ganga Varanasi Brahman Pilgrimage	Earlier in Year 3, children have learnt about the festival of Diwali and how it brings a sense of belonging to a Hindu child. They have also learnt the Hindu belief that there is only one God with many different aspects.	In Year 5, children learn to understand how Hindus show their commitment to God and to evaluate if there is a best way. They learn to understand the impact of certain beliefs on a Hindu's life.

Broughton Fields Primary School – Progression in R.E – Year 4

Progression of Key Skills:

	Reflection and Empathy	Knowledge and Understanding	Evaluation
End of KS1	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. I can verbalise and / or express my own thoughts.	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LKS2	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of UKS2	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

		because of their religion/ beliefs. I can express my own thoughts, having reflected on them in relation to other people's.					
Term	Unit and enquiry question	Learning outcomes			Key Vocabulary	Prior Learning	Future Learning
		Working Towards	Expected Level	Greater Depth			
Autumn 1	<u>Judaism</u> How special is the relationship Jews have with God?	I can explain why agreements are important and why they should be kept. I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God.	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.	I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can start to relate to how Jews feel about their special relationship with God.	Covenant Abraham Isaac Moses Ten Commandments Torah Ner Tamid Synagogue Rabbi Tallit Mezuzah Shema	In Year 1 children have learnt about Shabbat and how important it is to Jewish people. They have also learnt about Chanukah and how it makes Jewish children feel closer to God. In Year 2, children learnt how celebrating Passover helps Jews show God they value their special relationship with Him and how Jewish people show their commitment to God.	Later in Year 4, children will learn to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They also learn how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.
Autumn 2	<u>Christianity</u> What is the most significant part of the Nativity story for Christians today?	I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.	I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.	Frankincense Myrrh Christingle	In Year 1, children have listened to the Christmas story and have thought about the gifts that were given to Jesus. In Year 2, children have reflected on the Christmas story and the reasons for Jesus' birth. In Year 3, children learnt about the true meaning of Christmas to Christians.	In Year 5, children look at different versions of the Christmas story and think about whether it is a true story. In Year 6, children consider the significance of Mary as Jesus's mother.

Spring 1	<u>Judaism</u> How important is it for Jewish people to do what God asks them to do?	<p>I can discuss why I would choose to follow an instruction not to eat certain foods.</p> <p>I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p>I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p>	<p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p>	<p>I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods.</p> <p>I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p> <p>I can give you my opinion as to whether these ways are important to Jews.</p>	Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher	<p>In Year 1 children have learnt about Shabbat and how important it is to Jewish people. They have also learnt about Chanukah and how it makes Jewish children feel closer to God.</p> <p>In Year 2, children learnt how celebrating Passover helps Jews show God they value their special relationship with Him and how Jewish people show their commitment to God.</p> <p>At the beginning of Year 4, children learnt about the special relationship that Jews have with God.</p>	<p>Later in Year 4, children will learn how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>
Spring 2	<u>Christianity</u> Is forgiveness always possible?	<p>I can talk about how easy it is to forgive some people sometimes, or how difficult it might be.</p> <p>I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p>I can talk about when a Christian may find it easy or difficult to forgive someone.</p>	<p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>I can give my opinion as to why showing forgiveness may be important.</p> <p>I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p> <p>I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	The Lord's Prayer The Last Supper Peter	<p>In Year 1, children learnt what happened on Palm Sunday and how special Jesus is to Christians.</p> <p>In Year 2, children retold the Easter story and considered what Jesus' resurrection means for Christians.</p> <p>In Year 3, children learnt to explain why Christians see Jesus' death as 'good'.</p>	<p>In Year 5, children question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>In Year 6, children examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>
Summer 1	<u>Judaism</u> What is the best way for a Jew to show	<p>I can explain why I could do certain things at certain ages. I</p>	<p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to</p>	<p>I can discuss a range of things I am committed to and rank them in priority order. I can explain how I</p>	Ten Commandments Shabbat Seder Synagogue	<p>In Year 1 children have learnt about Shabbat and how important it is to Jewish people.</p>	<p>This is the final unit on Judaism.</p>

	<p>commitment to God?</p>	<p>can tell you what I am most committed to in my life.</p> <p>I can describe one of the ways Jews show commitment to God.</p> <p>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p>	<p>and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	<p>show commitment to these things.</p> <p>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> <p>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>	<p>Torah Bar Mitzvah Bat Mitzvah Mitzvot Tu B'Shevat Shema</p>	<p>They have also learnt about Chanukah and how it makes Jewish children feel closer to God.</p> <p>In Year 2, children learnt how celebrating Passover helps Jews show God they value their special relationship with Him and how Jewish people show their commitment to God.</p> <p>Earlier in Year 4, children learnt to understand the special relationship between Jews and God and the promises they make to each other. They also learnt how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	
<p>Summer 2</p>	<p><u>Christianity</u></p> <p>Do people need to go to Church to show they are Christians?</p>	<p>I can discuss my special place, tell you why it is special and how I feel when I am there.</p> <p>I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</p> <p>I can respectfully question whether Christians need</p>	<p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p>	<p>I can reflect on a range of special places and identify why they have the impact on me that they do.</p> <p>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p> <p>I can say why I think the church may or may not be important to Christians.</p>	<p>Church Baptism John the Baptist Eucharist/Holy Communion</p>	<p>Children will have previously visited St. Lawrence's Church in Broughton.</p>	<p>In Year 5, children consider the best way for a Christian to show commitment to God.</p>

		churches.					
--	--	-----------	--	--	--	--	--

Broughton Fields Primary School – Progression in R.E – Year 5

Progression of Key Skills:

	Reflection and Empathy	Knowledge and Understanding	Evaluation
End of KS1	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. I can verbalise and / or express my own thoughts.	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LKS2	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of UKS2	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs. I can express my own thoughts, having reflected on them in relation to other people's.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Term	Unit and enquiry question	Learning outcomes			Key Vocabulary	Prior Learning	Future Learning
		Working Towards	Expected Level	Greater Depth			
Autumn 1	<u>Hinduism</u> What is the best way for a Hindu to show commitment to God?	<p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p>	<p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>	Puja Tray Mantra Brahman Vedas Purusharthas Dharma Karma	In Year 3, children learnt how celebrating Diwali brings a sense of belonging to a Hindu child. They have learnt the Hindu belief that there is only one God with many different aspects. They have learnt the significance of the River Ganges both for a Hindu and a non-Hindu.	Later in Year 5, children will learn to understand the impact of certain beliefs on a Hindu's life.

Autumn 2	<u>Christianity</u> Is the Christmas Story True?	<p>I can start to explain why people may see an event in different ways.</p> <p>I can describe what a Christian learns from the Christmas story.</p> <p>I can start to explain that true can mean different things relating to the Christmas story.</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>I can give my opinion on whether a favourite story is 'true' and explain why.</p> <p>I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p> <p>I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>	Advent Incarnation	<p>In Year 1, children have listened to the Christmas story and have thought about the gifts that were given to Jesus.</p> <p>In Year 2, children have reflected on the Christmas story and the reasons for Jesus' birth.</p> <p>In Year 3, children learnt about the true meaning of Christmas to Christians.</p> <p>In Year 4, children considered the most significant part of the Nativity story for Christians today.</p>	In Year 6, children consider the significance of Mary as Jesus's mother.
Spring 1	<u>Sikhism</u> How far would a Sikh go for his/her religion?	<p>I can start to explain why some things I do are more important to me than others and what difference that makes.</p> <p>I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.</p> <p>I can start to explain why I think some practices are more important to Sikhs than others.</p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	<p>I can explain some of the beliefs that are important to me and how I choose to show commitment to them.</p> <p>I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p> <p>I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>	Guru Amrit Khalsa Karah Prashad 5 Ks Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple of Amritsar Guru Nanak	This is the only unit on Sikhism.	
Spring 2	<u>Christianity</u> How significant is it for Christians to believe God intended Jesus to die?	<p>I can start to consider the goals and purpose I would like for my life.</p> <p>I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.</p> <p>I can consider important questions about whether</p>	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the</p>	<p>I can start to show an understanding of the difference between purpose and destiny.</p> <p>I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence to events</p>	Holy Week Pilate Herod Mount of Olives Garden of Gethsemane	In Year 1, children learnt what happened on Palm Sunday and how special Jesus is to Christians.	In Year 6, children examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.

		Jesus knew He was going to be crucified.	<p>consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>during Holy Week and find supporting evidence.</p> <p>I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>		<p>In Year 2, children retold the Easter story and considered what Jesus' resurrection means for Christians.</p> <p>In Year 3, children learnt to explain why Christians see Jesus' death as 'good'.</p> <p>In Year 4, children have learnt how Jesus' life, death and resurrection teaches Christians about forgiveness.</p>	
Summer 1	<p><u>Hinduism</u></p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p>	<p>I can say how considering the outcomes of an action can affect how you choose to act.</p> <p>I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life.</p> <p>I can start to see how belief in Karma could make a difference to how Hindus choose to live.</p>	<p>I can start to express my own views about life after death.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>	<p>I can express my views on life after death and start to explain how these views may make a difference to how I live my life.</p> <p>I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives.</p> <p>I can express an opinion on the Hindu belief in reincarnation with some reasoning.</p>	<p>Karma Samsara Moksha Bhagavad Gita Upanishads Atman Sadhu</p>	<p>In Year 3, children learnt how celebrating Diwali brings a sense of belonging to a Hindu child. They have learnt the Hindu belief that there is only one God with many different aspects. They have learnt the significance of the River Ganges both for a Hindu and a non-Hindu.</p> <p>Earlier in Year 5, children learnt about the best way for a Hindu to show commitment to God.</p>	This is the final unit on Hinduism.
Summer 2	<p><u>Christianity</u></p> <p>What is the best way for a Christian to show commitment to God?</p>	<p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Christians choose to show</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Christians to show their commitment to</p>	<p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Christians to show their commitment to God and can describe</p>	<p>Ten Commandments Confirmation Lord's Prayer</p>	<p>In Year 4, children learnt to understand how important going to church is to show someone is a Christian.</p>	N/A

		commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.	God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.			
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Broughton Fields Primary School – Progression in R.E – Year 6

Progression of Key Skills:

	Reflection and Empathy	Knowledge and Understanding	Evaluation
End of KS1	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. I can verbalise and / or express my own thoughts.	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LKS2	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of UKS2	<i>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs. I can express my own thoughts, having reflected on them in relation to other people's.</i>	<i>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</i>	<i>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</i>

Term	Unit and enquiry question	Learning outcomes			Key Vocabulary	Prior Learning	Future Learning
		Working Towards	Expected Level	Greater Depth			
Autumn 1	<u>Islam</u> What is the best way for a Muslim to show commitment to God?	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different	Five Pillars Zakah Sawm Qu'ran Hajj	In Year 2, children learnt why Muslims visit the mosque and explored whether this gives them a sense of belonging.	Later in Year 6, learn that the concept of Jihad can be interpreted differently, leading to different actions and consequences.

			I can think of some ways of showing commitment to God that would be better than others for Muslims.	degrees of commitment to their religion and can relate this to commitments I make in my life.			
Autumn 2	<u>Christianity</u> How significant is it that Mary was Jesus' mother?	I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.	Mary Virgin Birth Incarnation Holy Spirit	In Year 1, children have listened to the Christmas story and have thought about the gifts that were given to Jesus. In Year 2, children have reflected on the Christmas story and the reasons for Jesus' birth. In Year 3, children learnt about the true meaning of Christmas to Christians. In Year 4, children considered the most significant part of the Nativity story for Christians today. In Year 5, children learnt to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	N/A
Spring 1	<u>Buddhism</u> Could the Buddha's teachings make the world a better place?	I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.	Buddha Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara	This is the only unit on Buddhism.	

Spring 2	<u>Christianity</u> Is Christianity still a strong religion 2000 years after Jesus was on Earth?	I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.	Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD Ten Commandments	In Year 1, children learnt what happened on Palm Sunday and how special Jesus is to Christians. In Year 2, children retold the Easter story and considered what Jesus' resurrection means for Christians. In Year 3, children learnt to explain why Christians see Jesus' death as 'good'. In Year 4, children have learnt how Jesus' life, death and resurrection teaches Christians about forgiveness. In Year 5, children learnt to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	N/A
Summer 1	<u>Islam</u> Does belief in AKHIRAH (life after death) help Muslims lead good lives? (Part 1)	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim	Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah	In Year 2, children learnt why Muslims visit the mosque and explored whether this gives them a sense of belonging.	N/A

		<p>respectful to God and start to say why this is important to them.</p> <p>I can identify why leading a good life might be a good idea and why people think this.</p>	<p>Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	<p>decisions and choices as to how to behave towards God and other people.</p> <p>I can ask questions about life after death and explore how what I believe about this might influence my life.</p>		<p>Earlier in Year 6, children learnt to understand how Muslims show their commitment to God.</p>	
<p>Summer 2</p>	<p><u>Islam</u></p> <p>Does belief in AKHIRAH (life after death) help Muslims lead good lives?</p> <p>(Part 2)</p>	<p>I can explain how sometimes people see/interpret things in different ways.</p> <p>I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War.</p> <p>I can start to express my opinion on how Jihad is interpreted by some Muslims.</p>	<p>I can give examples of times when I misinterpreted something.</p> <p>I can explain two different Muslim interpretations of Jihad.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	<p>I can start to explain how my beliefs about right and wrong make a difference to how I see things.</p> <p>I can explain two different Muslim interpretations of Jihad and explore their justifications for these.</p> <p>I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>			

Lower Key Stage Two: Year 3 RE - Christianity

Has Christmas lost its true meaning?

We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.

We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.

Subject – RE Christianity	Less on	Learning Intention	Success Criteria	Main Activity	Plenary	Differentiation		
	Lesson 1 – Engaging in the topic.	To explore the meaning of Christmas	Remember to: Think of something that is personal to your experience Write it clearly Draw an image to go with this	Engaging Input: Chn to each have a piece of paper and write down what Christmas means to them on it. T to pull out 5 or 6 and discuss how similar/different each one is. (Green paper hand shape) and write down what Christmas means to them on it (add it on the floor in a circle to make the shape of a Christmas tree) Killer Question: What does Christmas mean to US? Role Modelling: Model drawing and writing something about what Christmas means to me on a strip of paper (OR hand shape). Chn to all do the same then link the paper together to create a chain. Hang up in the classroom. Stick hand in book as title page for topic.	Why is Christmas meaningful to me? (or not)	Individual to children based on their interpretation and individual understanding and celebration of christmas.		
						Vocabulary: Christmas, Christianity, meaning		
	Lesson 2 – Christmas items and their religious meanings	To explore what Christmas means to Christians	Remember to: Share ideas Take it in turns to speak Draw and label Explain what this means to a Christian.	Engaging Input: From the 'Big Christmas Gift Box', choose a child to pull out a mystery item. Each group takes its mystery item back to their table and explores. (Alternatively, ask chn to select a hidden object under each colour on the slide.) Killer Question: What is it? How is it used at Christmas? What might it mean to Christians? Feed back to class. Role Modelling: Explain the meaning of each of the objects. Chn to choose one of these to draw and write about to show their understanding.	To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people.	* Draw and label one of the objects	** Draw and label one of the objects. Explain it's meaning in relation to Christianity.	*** Draw and label one of the objects. Write a comparison to show the meaning to a Christian and to you.
						Resources: Advent candle, Christmas pudding, Advent calendar with Nativity scene, Christmas carol sheet, Christmas card.		
Lesson 3 – The Christmas story	-To know the Christmas story and what it means to Christians	Remember to: Order the story Remember key points Write clearly and accurately	Engaging Input: Sing <i>Away in a Manger</i> https://www.youtube.com/watch?v=Zi45JkZtUnM Away in a manger Killer Question: What do the words to this carol actually mean? What is it about?	Watch the Christmas story. https://www.whychristmas.com/christmasstory/	* Order the images and read the story	** Match the story pictures to the words. Act out the story	*** Choose 3 of the pictures and explain how they are important parts of the Christmas story for Chriatians and how this influences their	

		-To re-tell the Christmas story.	Include all the facts	Role Modelling: Read the Christmas Story. Pause throughout to question the chn on their understanding and to answer questions along the way. Chn to work in groups to retell the story. LA - Give them images which they have to order or the option to write their own parts using the 6 most important points.				celebration of Christmas.
				EXTENTION TO WEEK 3 AS WEEK 4 2018 Watch https://www.whychristmas.com/christmasstory/ Discuss the story. Using the pictures from last week: Stick one picture in to books. Children to re-tell the Christmas story in books. Chn to use the KEY WORDS: Mary, Angel, Joseph, Bethlehem, Stable, Birth, Shepherds, Wise men, Herod, Egypt.		Vocabulary: Him, God, Gabriel, Mary, Joseph, Jesus, Holy Spirit, census, Bethlehem, Emmanuel, heaven, earth, shepherds, Wise men Gold, frankincense and myrrh, Herod, Egypt.		
					Use the red key words	Use the red and blue keywords	Use all the keywords.	
Lesson 4 – Class Christmas tree	To recognise the non-Christian aspects of Christmas	Remember to: Think about something you have/do every year – a tradition Make sure you use all the space Make it bright and colourful!	Engaging Input: Read some of the children's meanings of Christmas from week 1. Then read - The true meaning of Christmas for Christians is to remember that God gave Jesus to the world to show people how to behave well towards each other. God thought people needed help to work out how to look after the environment and be nice to each other, so Jesus was sent to sort it all out. Discuss the story we read last week. Killer Question: Which of these Christmas words are Christian and which are non-christian? Role Modelling: Hotseat some chn. Sometimes ask them to pretend to be Christian and sometimes ask them to be non-Christian. Ask questions about what Christmas means to them.	Can a Christian also celebrate Christmas in the same way thay a non-Christian does?	*/** Make a list of all Christian/non-Christian words associated with Christmas. Display on template or own way.		*** Write a comparison between a Christian and non-Christian celebration of Christmas.	
	Evaluate	Remember to: Use the knowledge of everything you have learnt this topic Include key words	Engaging Input: Recap religious/non-religious items. Recap the true meaning to Christians. Killer Question: What is the true meaning of Christmas to Christians? Role Modelling: Model filling in the evaluation form. Read each of the questions carefully and ensure they understand what is being asked of them.	Revisit the class chain made in the engagement lesson and see which of their ideas are related to Christianity and to do with the first nativity.	* I can remember the Christian nativity story. I can talk about what I most enjoy about Christmas if I celebrate it.	** I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas	*** I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	
Lesson 5 - Lesson 4 – Christmas tree								

			Give reasons for your answers (because...)				is celebrated by Christians and non-Christians.	I can start to tell you what Christmas means to Christians and what it means to me.
	Lesson 6 -	Express	<p>Remember to:</p> <p>Think about those who are less fortunate than ourselves</p> <p>What impact would this make on the world?</p>	<p>Engaging Input and Killer Question: If you could give the world one gift at Christmas to make it a better place, what would it be?</p> <p>Role Modelling:</p> <p>Chn to think of different ways in which they can display this. Have some materials e.g. playdough, card, pens etc and let them choose their own.</p>	Show chn some information about the shoe box donation at Christmas.	Determined by individual.		