



**Whole-school Curriculum subject plan
Religious Education**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	CREATION STORY Key Question: Does God want Christians to look after the world? Christianity	CHRISTMAS Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? Christianity	Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Christianity	EASTER Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Christianity	Shabbat Key Question: Why is Shabbat important to Jewish Children? Judaism	Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism
Component knowledge and skills for Year 1	<ul style="list-style-type: none"> Learn and talk about the Christian Creation story. Express an opinion about the Christian belief about creation. Learn and remember some of the Christmas story. Understand why gifts are special to ourselves and to others 		<ul style="list-style-type: none"> Recall parts of the Easter Story and recognise some symbols from the story. Begin to understand that Jesus is special to Christians and say why. Remember a story about Jesus showing friendship and talk about it. Talk about how Jesus was a good friend. Know and talk about a person that is admired. 		<ul style="list-style-type: none"> Learn and use the correct names of things that are special to Jewish people during Shabbat. Explain why some things are special to Jewish people during Shabbat. Begin to make the connection between certain Jewish beliefs and their behaviour. Know that Yom Kippur is about saying sorry to people and God. Know that the shofar is important in looking forward after to have made up with your friends, family and God. 	

YEAR 2	WHAT DID JESUS TEACH? Key Question: Is it possible to be kind to everyone all of the time? Christianity	CHRISTMAS – JESUS AS GIFT FROM GOD Key Question: Why do Christians believe God gave Jesus to the world? Christianity	PASSOVER Key Question: How important is it for Jewish people to do what God asks them to do? Judaism	EASTER - RESURRECTION Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Christianity	COMMUNITY AND BELONGING Key Question: Does going to the Mosque give Muslims a sense of belonging? Islam	HAJJ Key Question: Does completing Hajj make a person a better Muslim? Islam
Component knowledge and skills for Year 2	<ul style="list-style-type: none"> • Talk about kindness even when it is difficult to be kind. • Retell a story Jesus told about being kind to others. • Know about a time when Jesus showed kindness to others. • Know the Christmas story and start to explain that Christians believe that Jesus was a gift from God. • Talk about why Christians think God gave Jesus to the world. 		<ul style="list-style-type: none"> • Talk about the Seder meal (or another Jewish practice) with some detail and some correct vocabulary. • Begin to explain why Jews choose to do these practices. • Make suggestions about the most and least important things Jews do that God asks them to do (add at least one reason). • Recall and talk about what Christians believe happened on Easter Sunday. • Begin to suggest a different explanation as to what happened to Jesus after his tomb was found empty and offer an opinion. 		<ul style="list-style-type: none"> • Understand how a meeting in a certain place could give the feeling of belonging and community. • Explain what happens when Muslims pray alone or at the mosque. • Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own. • Know some reasons why Muslims have a sense of belonging. • Talk about special journeys we take and why they are special. • Know and recall some of the events that happen during the Hajj and explain why they are important to Muslims. • Begin to think about the significance of Hajj to a Muslim. 	

YEAR 3	<p style="text-align: center;">DIVALI</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p style="text-align: center;">Hinduism</p>	<p style="text-align: center;">INCARNATION</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p style="text-align: center;">Christianity</p>	<p style="text-align: center;">JESUS' MIRACLES / INCARNATION</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p style="text-align: center;">Christianity</p>	<p style="text-align: center;">EASTER – FORGIVENESS / SALVATION</p> <p>Key Question: What is 'good' about Good Friday?</p> <p style="text-align: center;">Christianity</p>	<p style="text-align: center;">HINDU BELIEFS</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p style="text-align: center;">Hinduism</p>	<p style="text-align: center;">PILGRIMAGE TO THE RIVER GANGES</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p style="text-align: center;">Hinduism</p>
<p>Component knowledge and skills for Year 3</p>	<ul style="list-style-type: none"> Describe some ways Hindus celebrate Divali. Explain how Hindu children might feel at Divali. Begin to explain why Divali might bring a sense of belonging to Hindus. Explain what Christmas means to people. Express an opinion of how important gift giving is at Christmas. Begin to explain the Christian beliefs about Christmas and the way they celebrate it. Begin to explain what Christmas means to Christians and what it means to different people. 	<ul style="list-style-type: none"> Talk about some things in the world that people think as miracles and make suggestions about what miracles we would like to see today. I can explain one Christian viewpoint about one of Jesus' healing miracles. Express an opinion about a personal belief about whether Jesus actually healed people or not. Make suggestions about how a person may rescue/help others who are in difficult situations. Begin to explain why Christians believe Jesus' death is important. Begin to reflect on whether we agree with Christian beliefs about Jesus' death. 	<ul style="list-style-type: none"> Describe what a Hindu might believe about one of the Hindu gods. Begin to understand that Hindus believe that Brahman is in everything. Show respect for Hindus by recognising what you think about some Hindu beliefs about Brahman and other gods. Explain why water may be important to people. Describe a Hindu ritual that happens at/in the River Ganges. Explain why it is important for Hindus to take part in rituals at/in the River Ganges. Begin to express understanding of the religious significance of visiting the River Ganges for a Hindu. Begin to express how it might feel to visit the River Ganges as a non-Hindu. 			

YEAR 4	BELEIFS AND PRACTICES Key Question: How special is the relationship Jews have with God? Judaism	INCARNATION Key Question: What is the most significant part of the nativity story for Christians today? Christianity	THE 8-FOLD PATH Key Question: Can the Buddha’s teachings make the world a better place? Buddhism	EASTER Key Question: Is forgiveness always possible for Christians? Christianity	rites of PASSGAE AND GOOD WORKS Key Question: What is the best way for a Jew to show commitment to God? Judaism	PRAYER AND WORSHIP Key Question: Do people need to go to church to show they are Christians? Christianity
Component knowledge and skills for Year 4	<ul style="list-style-type: none"> • Give examples of agreements or contracts and explain how we would feel if they were broken. • Begin to explain what makes Jewish people believe they have a special relationship with God. • Talk about some of the ways Jewish people express their special relationship with God. • Begin to understand how a special relationship with God might feel to a Jew. • Describe one thing a Christian might learn about Jesus from a Christian Symbol? • Compare what Christmas means to Christians with the meaning it has for us personally. 	<ul style="list-style-type: none"> • Make suggestions about why there may be problems in the world and how people could help solve them. • Recall one of the Buddha’s stories and begin to explain what the Buddha was teaching through it. • Know how Buddhists learn from Buddha’s teachings and put them into practice to make the world a better place. • Talk about what sort of help is needed to show forgiveness. • Describe how Christians might learn about forgiveness from a Biblical text. • Understand how Christians believe God can help them show forgiveness. 	<ul style="list-style-type: none"> • Explain why some things need to wait until we are a certain age. • Provide examples of things that we are committed to and explain which ones are more or less important to me. • Describe some of the ways that Jews choose to show commitment to God. • Begin to understand how Jews show commitment to God in different ways. • Explain an opinion about the best ways for Jews to show their commitment to God and offer a reason. • Explain what my special place is and the special feelings it gives me. • Describe some of the ways Christians use Churches to worship/celebrate Holy Communion or participate in baptism. • Begin to understand the impact a Christian’s special place has on him/her. 			

YEAR 5	BELIEF INTO ACTION Key Question: How far would a Sikh go for his or her religion? Sikhism	CHRISTMAS/ INCARNATION Key Question: Is the Christmas story true? Christianity	HINDU BELIEFS Key Question: How can Brahman be everywhere and in everything? Hinduism	EASTER / SALVATION Key Question: How significant is it for Christians to believe that God intended Jesus to die? Christianity	PRAYER AND WORSHIP Key Question: What is the best way for a Sikh to show commitment to God? Sikhism	BELIEFS AND PRACTICES Key Question: What is the best way for a Christian to show commitment to God? Christianity
Component knowledge and skills for Year 5	<ul style="list-style-type: none"> • Make links between how Sikhs practise their religion and the beliefs that underpin this. • Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. • Begin to explain how 'true' could mean different things to different people and how stories can be 'true' in different ways. • Begin to explain the Christian belief that Jesus was an incarnation of God. • Express an opinion on whether the Christmas story is true and what this might mean to Christians. 	<ul style="list-style-type: none"> • Describe some of the characteristics that make us what we are even when we are playing different roles in life. • Describe what a Hindu might believe about one of the Hindu gods. • Begin to understand that Brahman is in everything. • Recognise someone with a strong sense of purpose in their life and give an opinion on this. • Explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was a consequence of events during Holy Week. • Express an opinion about Jesus' crucifixion being his destiny purpose. 	<p>Understand why people show commitment in different ways. Describe how different practices enable Sikhs to show their commitment to God. Understand that some of religious practices are more significant to some Sikhs than others. Begin to express an opinion about the best way a Sikh could show commitment to God. Describe how different practices enable Christians to show their commitment to God. Understand that some of religious practices are more significant to some Christians than others. Explain why people show commitment in different ways and which ways would be better for both Christians and Sikhs.</p>			

YEAR 6	BELIEFS AND PRACTICES Key Question: What is the best way for a Muslim to show commitment to God? Islam	CHRISTMAS Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Christianity	BELIEFS AND MEANING/ SALVATION Key Question: Is anything ever eternal? Christianity	EASTER / GOSPEL Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Christianity	BELIEFS AND MORAL VALUES Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Islam
Component knowledge and skills for Year 6	<ul style="list-style-type: none"> • Understand why people show commitment in different ways. • Describe how different practices enable Muslims to show their commitment to God. • Understand that some of religious practices are more significant to some Muslims than others. • Begin to express an opinion about the best way a Muslim could show commitment to God. • Explain how some of the ways we choose to celebrate are directly linked to the event we are celebrating and how others are not. • Describe some of the ways that Christians would celebrate Christmas. • Begin to understand which of the ways Christians celebrate Christmas helps them understand who Jesus was and why he was born. 	<ul style="list-style-type: none"> • Express feelings we have when we think about situations and things we would like to last forever. • Make links between different Christian beliefs and their views on whether anything is ever eternal. • Reflect upon and express our own beliefs about whether anything is eternal. • Explain how the influence people have had on us has affected what we see as important. • Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. • Give an opinion as to whether Christianity is a strong religion now and give reasons for it. 	<ul style="list-style-type: none"> • Give examples of times when our choices have been influenced and may have changed when we have considered the consequences that might follow. • Explain how believing in Akhirah influences Muslims to do their best and live good lives. • Give examples of when we have misinterpreted something. • Explain to different Muslim interpretations of Jihad. • Recognise what motivates or influences us to lead a good life and compare it with what motivates and influences Muslims. 		

	<ul style="list-style-type: none">• Give an opinion about how people choose to celebrate Christmas and how this relates to Jesus.		
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