

Charlesworth VC Primary School

Whole School

Long Term R.E. Planning





Religious Education Cycle A

Charlesworth VC Primary School

Autumn Term 1

Class One	Class Two	Class Three	Class Four
<p>Believing- Who is a Christian and what do they believe? Who is Jewish and what do they believe?</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</p>	<p>Believing- What do different people believe about God? Christians, Hindus and Muslims</p> <p>Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>	<p>Believing- Why is Jesus inspiring to some people?</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate different festivals.</p> <p>Identify the most important parts of these celebrations for Christians and say why they are important.</p> <p>Give simple definitions of some key Christian terms (e.g., gospel, incarnation, salvation) and illustrate them with events from Christian celebrations.</p>	<p>Believing- Why do some people believe God exists? Christians and non-religious.</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p>

Autumn Term 2

Class One	Class Two	Class Three	Class Four
<p style="text-align: center;">Jesus Christ Son of God (Incarnation) Why does Christmas matter to Christians?</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>	<p style="text-align: center;">Jesus Christ Son of God (Incarnation) Why does Christmas matter to Christians?</p> <p>Recognise that Incarnation is part of the 'Big Story' of the Bible.</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.</p> <p>Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p style="text-align: center;">Jesus Christ Son of God (Incarnation) What is the trinity?</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, clearly expressing some ideas of their own about what the God of Christianity is like.</p> <p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly</p>	<p style="text-align: center;">Jesus Christ Son of God (Incarnation) Was Jesus the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is the Messiah (a Saviour from God) is important in the world today and, if it is true, what difference that might make in people's lives.</p>

Spring Term 1

Class One	Class Two	Class Three	Class Four
<p>Expressing- what makes some places sacred? How and why do we celebrate special times? Christians, Muslims and Jewish people.</p> <p>Identify special objects and symbols found in a place.</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/ where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in mosques and synagogues show what people believe.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p> <p>Pentecost and some ways a festival is celebrated in Judaism.</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a Jewish festival and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a Jewish festival.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p>Expressing- why do people pray? Christians, Hindus and Muslims</p> <p>Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>	<p>Expressing- why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindu's and Jewish people</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Expressing- If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people.</p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself.</p>

Spring Term 2

Class One	Class Two	Class Three	Class Four
<p style="text-align: center;">God's Grace (Salvation)</p> <p style="text-align: center;">Why does Easter matter to Christians?</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus' rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven.</p>	<p style="text-align: center;">God's Grace – Digging Deeper (Salvation)</p> <p style="text-align: center;">Why does Easter matter to Christians?</p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus' rescuing people).</p> <p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p style="text-align: center;">God's Grace (Salvation)</p> <p style="text-align: center;">Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p style="text-align: center;">God's Grace (Salvation)</p> <p style="text-align: center;">What did Jesus do to save Human beings?</p> <p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>

Summer Term 1

Class One	Class Two	Class Three	Class Four
<p style="text-align: center;">God What do Christians believe God is like?</p> <p>Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving: for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p>	<p style="text-align: center;">God- Digging deeper What do Christians believe God is like?</p> <p>Tell the key points of the story of Jonah from the Bible and recognise a link with the concept of God.</p> <p>Give clear, simple accounts of what the text means to Christians.</p> <p>Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e., in control of events and being fair: God wants to save the people of Nineveh.</p> <p>Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p style="text-align: center;">People of God What is it like to follow God?</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Make clear links between the story of Abraham and the concept of faith.</p> <p>Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.</p> <p>Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today</p>	<p style="text-align: center;">God How can following God bring freedom and justice?</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>

Summer Term 2

Class One	Class Two	Class Three	Class Four
<p style="text-align: center;">Living What does it mean to belong to a faith community? Muslims and Jewish people.</p> <p>Recognise and name some symbols of belonging from their own experience, for Muslims and Jewish people, suggesting what these might mean and why they matter to believers.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Respond to examples of cooperation between different people.</p>	<p style="text-align: center;">Living How should we care for others and the world and why does it matter? Muslims and Jewish people.</p> <p>Re-tell stories from the Muslim and Jewish faith about caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from the Muslim and Jewish religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p>	<p style="text-align: center;">Living What does it mean to be a Christian in Britain today?</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p style="text-align: center;">Living What can we learn from religions about deciding what is right and wrong? Christians, Jewish people, and non-religious responses. What matters most to Christians and Humanists?</p> <p>Give examples of rules for living from religions and describe what Christians mean about humans being made in the image of God. Suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p>



Religious Education Cycle B

Charlesworth VC Primary School

Autumn Term 1

Class One	Class Two	Class Three	Class Four
<p align="center">Creation Who made the world?</p> <p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p>Digging deeper Give at least two examples of what Christians do to look after the world for God.</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p align="center">Creation and fall What do Christians learn from the creation story?</p> <p>Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p align="center">Creation and Fall - Digging deeper. What do Christians learn from the creation story?</p> <p>Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’.</p> <p>Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</p> <p>Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p> <p>Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave.</p>	<p align="center">Creation and Fall Creation and Science: Conflicting or complementary?</p> <p>Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p>

Autumn Term 2

Class One	Class Two	Class Three	Class Four
<p style="text-align: center;">Believing What can we learn from sacred books? Christian, Jewish and Muslim people.</p> <p>Recognise that sacred texts contain stories, which are special to many people and should be treated with respect.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p style="text-align: center;">Believing Why is the bible so important to Christians today?</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>	<p style="text-align: center;">Believing What would Jesus do? Can we live by the values of Jesus in the 21st century?</p> <p>Outline Jesus' teaching on how his followers should live.</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do, in relation to a moral dilemma from the world today.</p>	<p style="text-align: center;">Believing What do religions say to us when life gets hard? Christians, Hindus and humanists.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline Christian, Hindu and/or non-religious beliefs about life after death.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>

Spring Term 1

Class One	Class Two	Class Three	Class Four
<p align="center">Gospel What is the good news Jesus brings?</p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<p align="center">Gospel- Digging deeper What is the good news Jesus brings?</p> <p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</p> <p>Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <p>Describe how Christians show their beliefs: for example, thanking God in prayer.</p> <p>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>	<p align="center">Gospel What kind of world did Jesus want?</p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news)</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p align="center">Gospel What would Jesus do?</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>

Spring Term 2

Class One	Class Two	Class Three	Class Four
<p>Expressing- what makes some places sacred? Christians,</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p> <p>Ask good questions during a school visit about what happens in a church.</p>	<p>Expressing - How and why do we celebrate special and times? Christians.</p> <p>Identify some ways Christians Celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p>Why are festivals important to religious communities? Christians and Hindus</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p>	<p>Why are festivals important to religious communities? Christians, Hindus and Muslims.</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.</p> <p>Suggest how and why religious festivals are valuable to many people.</p>

Summer Term 1

Class One	Class Two	Class Three	Class Four
<p>Expressing- what makes some places sacred? Muslims and Jewish people.</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in mosques and/or synagogues show what people believe.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p>	<p>Why are festivals important to religious communities? Hindus</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g., Easter, Eid).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Describe how Hindus celebrate key festivals.</p>	<p>Living- what does it mean to be a Hindu living in Britain today?</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title question.</p>

Summer Term 2

Class One	Class Two	Class Three	Class Four
<p>Living - What does it mean to belong to a faith community? Christians</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Respond to examples of cooperation between different people.</p>	<p>Living - How should we care for others and the world and why does it matter? Christians.</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>	<p>Living- what does it mean to be a Muslim living in Britain today?</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Living- what difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community) - Christians, Hindus and Muslims.</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p>



Religious Education

One year Cycle

Charlesworth VC Primary School

All themes to be covered through 'Extended Provision' within the class

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Which stories are special and why?</p> <p><i>Teachers should set up learning experiences that enable pupils to ...</i></p> <p>Talk about some religious stories</p> <p>Recognise some religious words, e.g., about God identify some of their own feelings in the stories they hear</p> <p>Identify a sacred text e.g. Bible, Qur'an</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	<p>Which people are special and why?</p> <p><i>Teachers should set up learning experiences that enable pupils to ...</i></p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Identify some of the qualities of a good friend reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a friend to others.</p> <p>Recall stories about special people in other religions and talk about what we can learn from them.</p>	<p>What places are special and why?</p> <p><i>Teachers should set up learning experiences that enable pupils to ...</i></p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Identify some significant features of sacred places recognise a place of worship.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>What times are special and why?</p> <p><i>Teachers should set up learning experiences that enable pupils to ...</i></p> <p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas/ Easter and a festival from another faith.</p> <p>Say why Christmas/ Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p>	<p>Being special: where do we belong?</p> <p><i>Teachers should set up learning experiences that enable pupils to ...</i></p> <p>Re-tell religious stories making connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication - additional opportunity if you have children from religions other than Christianity in your setting.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>What is special about our world?</p> <p><i>Teachers should set up learning experiences that enable pupils to ...</i></p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Re-tell stories, talking about what they say about the world, God, human beings.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings express ideas about how to look after animals and plants.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>

