



RELIGIOUS EDUCATION

KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	<p>THANKFULNESS Children will consider all of the things that they are thankful for and consider ways that we can show our gratitude to others. Children will learn about the Christian festival of Harvest and the Jewish festival of Sukkot.</p>	<p>LIGHT Children will consider how they have used different sources of light They will learn that many people use candles to remember special people or events They will learn that Advent helps Christians to prepare for Jesus' birth and Hanukkah helps Jewish people to remember the rededication of the Temple in Jerusalem</p>	<p>CHANGE Children will describe some of the changes that happen in their own lives and the world around them They will recognise that some changes are sudden and some are gradual They will hear different Bible stories that show how Jesus changed the lives of people that he met</p>
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To communicate something they are thankful <p>Apply</p> <ul style="list-style-type: none"> To recognise that not everyone is thankful for the same things To recognise that not saying thank you can have an affect on people's feelings <p>Inquire</p> <ul style="list-style-type: none"> To consider different ways that we can express our thanks <p>Contextualise</p> <ul style="list-style-type: none"> To describe some Christian Harvest Traditions and to understand that many Christians celebrate Harvest to thank God for everything that he provides them with To describe how many Jewish believers celebrate Sukkot <p>Evaluate</p> <ul style="list-style-type: none"> To begin to recognise why saying thank you to God at Harvest time is important for Christians and Jews. 	<p>Communicate</p> <ul style="list-style-type: none"> To recognise a range of different light sources and to think about when each one might be used To communicate how they feel when they watch a burning candle <p>Apply</p> <ul style="list-style-type: none"> To recognise that people may light candles to remember someone or something special to them <p>Inquire</p> <ul style="list-style-type: none"> To know that candles give us light and without light, there is only darkness <p>Contextualise</p> <ul style="list-style-type: none"> To understand that many Jewish people light candle at Hanukkah to remember an important event in their history To describe some of the ways that Hanukkah is celebrated To make and describe an Advent wreath and to know what each of the candles represent <p>Evaluate</p> <ul style="list-style-type: none"> To begin to recognise why Jesus is important to Christians and think about why many Christians think of him as the Light of the World 	<p>Communicate</p> <ul style="list-style-type: none"> To recognise ways that they have changed as they have grown and to consider how these changes make them feel <p>Apply</p> <ul style="list-style-type: none"> To recognise that not everyone feels the same way about change and that some changes could be considered bad To consider changes that they would like to see at home, school, the world <p>Inquire</p> <ul style="list-style-type: none"> To describe changes that happen in the world around them To understand that some changes take place over a long period of time and others happen more quickly To recognise that change is often triggered by an event <p>Contextualise</p> <ul style="list-style-type: none"> To describe how different characters in the Bible changed after meeting with or encountering Jesus <p>Evaluate</p> <ul style="list-style-type: none"> To begin to think about why the idea that Jesus changed people is important to Christians and to think
Religious Traditions	CHRISTIANITY JUDAISM	JUDAISM CHRISTIANITY	CHRISTIANITY
Vocabulary	Belonging, sharing, thankfulness, remembering	Light, candles, remembering, special	change, transformation, unexpected, miracle
Assessment	A prayer of thanks that could be used as part of a Harvest	To communicate how candles make them feel and what	Identifying changes that they would like to see

	Festival Service	they think about when they watch a burning candle	implemented at home, at school, in the world
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	SPRING 2	SUMMER 1	SUMMER 2
Description	WELCOMING The children will think about ways that they can make others feel welcome and decide how they would welcome a new member to their class To learn about the events of Palm Sunday when Jesus was welcomed into Jerusalem and to learn how many Christians celebrate Palm Sunday	CREATION The children will learn the Biblical account of creation and compare this to a Hindu creation story	SPECIAL FOOD The children will consider occasions when they have a special meal and how this makes them feel. They will learn about the Passover meal observed by followers of the Jewish Tradition.
Living Difference Concept Cycle	Inquire <ul style="list-style-type: none"> To understand what it means to be welcoming to someone. To describe different ways to show someone that they are welcome Contextualise <ul style="list-style-type: none"> To describe the events of the first Palm Sunday when Jesus was welcomed into Jerusalem To describe how many Christians celebrate Palm Sunday today Evaluate <ul style="list-style-type: none"> To begin to think about why the people were pleased to welcome Jesus and why the Religious Leaders were unhappy about his popularity. Communicate <ul style="list-style-type: none"> To creatively communicate their understanding of the events of Palm Sunday in a simple poem. To describe a time when I was welcomed and consider what that felt like Apply <ul style="list-style-type: none"> To consider what it feels like to not be made welcome To consider if there are any reasons why someone would not be welcomed 	Communicate <ul style="list-style-type: none"> To create a brand new animal, thinking about what it will look like, what it will eat and where it will live Apply <ul style="list-style-type: none"> To consider what it felt like to create something new To reflect on whether they were happy with their creation or whether they could improve it Inquire <ul style="list-style-type: none"> To understand what is meant by the term creation and to look at the dictionary definition Contextualise <ul style="list-style-type: none"> To describe and illustrate the Christian creation story To compare the Christian creation story to a Hindu story of creation Evaluate <ul style="list-style-type: none"> To consider why these stories are important to followers of the religious traditions and to think about whether they may treat the world differently because of their beliefs 	Communicate <ul style="list-style-type: none"> To talk about occasions when they may have a special meal and to reflect on how this makes them feel Apply <ul style="list-style-type: none"> To recognise that not everyone may have the same special meals To think about what it is that makes a meal more special than others and to consider if it would still be special if you ate it everyday Inquire <ul style="list-style-type: none"> To know that food is often considered special when it helps people to remember important events Contextualise <ul style="list-style-type: none"> To know that many Jewish families share a special meal each week at the start of Shabbat To understand that Jewish people celebrate Passover by sharing a special meal together To name each item of food on a seder plate and describe what it represents Evaluate <ul style="list-style-type: none"> To consider why the story of Moses leading the Israelites out of Egypt is important for Jewish people to remember
Religious Traditions	CHRISTIANITY	CHRISTIANITY JUDAISM HINDUISM	JUDAISM
Vocabulary	Welcoming, community, included, celebration, Palm Sunday	Creation, make, design, plan, change, evaluate, proud, satisfied	Moses, celebrate, remember, Shabbat, Passover

Assessment	A simple poem to describe the events of the first Palm Sunday	An illustration showing what was created on each of the 7 days of the Christian Creation story	A labelled seder plate
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RELIGIOUS EDUCATION

KEY STAGE ONE - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	<p>RULES Children will think about the different rules that they have to follow and think about what the world would be like if there were no rules They will learn about when Moses received the Ten Commandments and recognise that these can be found in both the Torah and the Bible</p>	<p>JOURNEYS Children will think about different journeys they have made and how they felt when they arrived at their destination They will learn about some of the journeys that were made by characters in the Nativity story They will learn and retell the Russian Folktale of Babushka</p>	<p>SPECIAL BOOKS Children will communicate their favourite books and consider ways that people show that books are special to them. The children will learn that the Bible is a special book for Christians and that the Torah is a special text for Jewish people</p>
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To communicate rules that are in place for them to follow in different aspects of their life e.g. school, home, brownies, cubs etc <p>Apply</p> <ul style="list-style-type: none"> To consider whether rules are important and to think about what life would be like if there were no rules <p>Inquire</p> <ul style="list-style-type: none"> To understand that rules are in place to keep everyone safe and that breaking rules may have consequences <p>Contextualise</p> <ul style="list-style-type: none"> To describe what happened when Moses received the Ten Commandments To know that the Ten Commandments are located in both the Torah and the Bible <p>Evaluate</p> <ul style="list-style-type: none"> To consider which of the commandments they think is the most difficult to keep and to begin to explain why this might be 	<p>Communicate</p> <ul style="list-style-type: none"> To respond creatively by drawing a simple map of a journey they have been on To describe how they travelled, what they saw and how they felt when they reached their destination. <p>Apply</p> <ul style="list-style-type: none"> To recognise and describe how they might feel at the end of a journey To recognise that journeys do not all end the same way and that other people might feel differently about a journey than they do. <p>Inquire</p> <ul style="list-style-type: none"> To describe what a journey is and what it means when a journey ends <p>Contextualise</p> <ul style="list-style-type: none"> To describe some of the journeys in the Christian Nativity story To recognise how the different characters may have felt at the end of their journey To retell the story of the Russian Folktale Babushka and recognise that her journey did not end in a final destination <p>Evaluate</p> <ul style="list-style-type: none"> To recognise and describe why the journeys in the Nativity story are important to Christians 	<p>Communicate</p> <ul style="list-style-type: none"> To communicate their most favourite/special book and explain what makes it special to them <p>Apply</p> <ul style="list-style-type: none"> To recognise that not everyone has the same favourite book. <p>Inquire</p> <ul style="list-style-type: none"> To recognise and describe ways that people show that books are special to them <p>Contextualise</p> <ul style="list-style-type: none"> To know that the Bible is a special book to Christians To describe how Mary Jones got her first Bible To know that the Torah is a special text for Jewish people and how they show this <p>Evaluate</p> <ul style="list-style-type: none"> To explain in simple terms why the Bible and Torah are special to people in those religious traditions.
Religious Traditions	JUDAISM CHRISTIANITY	CHRISTIANITY	JUDAISM CHRISTIANITY
Vocabulary	Rules, community, commandments, safety, choice, belief, Torah, Bible, Moses,	Journeys, destination, Nativity,	Special, text, scroll, Torah, Bible, protection, care, precious

Assessment	Contextualise Multiple choice quiz to recall main parts of the story	Communicate To draw a simple story map of a journey they have been on, explaining how they felt at different points along the way	Apply Spider diagram showing different ways people might show that books are special to them
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	SPRING 2	SUMMER 1	SUMMER 2
Description	<p>SADNESS TO HAPPINESS</p> <p>Children will think about times that they feel happy or sad and consider a time when their feelings changed</p> <p>They will share the story of 'Badger's Parting Gifts' and think about how the animals feelings changed</p> <p>They will explore the events of the Easter story and identify which parts are happy and which are sad</p>	<p>SPECIAL PLACES</p> <p>Children will think about a place that is special to them and how they feel when they spend time there. They will learn about key features of Christian Churches and Jewish Synagogues and consider why these are special places for the people that Worship there.</p>	<p>IDEAS ABOUT GOD</p> <p>Children will consider different ideas about God : what God might be like, where God might be, what job God might have and what God might look like</p> <p>They will learn that Christians and Jewish ideas about God are similar. They will learn that the Shema prayer is important to Jewish people as it sets out their beliefs about God.</p>
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To talk about their own experiences of feeling sad and happy <p>Apply</p> <ul style="list-style-type: none"> To identify feelings of sad and happy in different situations and to recognise that different people do not always feel the same way about situations and events <p>Inquire</p> <ul style="list-style-type: none"> To recognise and describe the concepts of sadness and happiness and think about what makes me feel this way <p>Contextualise</p> <ul style="list-style-type: none"> To order the events of the Easter story and recognise which parts are sad and happy To recognise and describe the ways that Christians remember the sad and happy parts of the Easter story <p>Evaluate</p> <ul style="list-style-type: none"> To recognise that both the sad and happy parts of the Easter story are important for Christians To recognise that Christians believe that Jesus was special because of the first Easter day 	<p>Communicate</p> <ul style="list-style-type: none"> To talk about and draw a place that is special to them and explain why <p>Apply</p> <ul style="list-style-type: none"> To identify how they feel in their special place To recognise that other people may have different special places to them for different reasons <p>Inquire</p> <ul style="list-style-type: none"> To consider whether different places in my local area are special or not To recognise what makes some places more special than others <p>Contextualise</p> <ul style="list-style-type: none"> To understand that the church is a special place for Christians and to recognise and name some common features of a church To understand that a synagogue is a special place for Jewish people and to recognise some features of a synagogue building. <p>Evaluate</p> <ul style="list-style-type: none"> To identify a feature of All Saints Church that they like and say why To recognise that churches and synagogues are special for different groups of people To recognise that some of the reasons that make churches and synagogues special places are the same and some are different 	<p>Communicate</p> <ul style="list-style-type: none"> To share ideas about who God is, where God lives and the jobs that God does. <p>Apply</p> <ul style="list-style-type: none"> To identify when they think about God most and to recognise that other people might think about God at different times to them <p>Inquire</p> <ul style="list-style-type: none"> To consider some of the names that people use to describe God, what these names mean and what they might tell us about who God is <p>Contextualise</p> <ul style="list-style-type: none"> To understand that Christians believe in one God, who is creator, loving, knowing and powerful. To identify what different Bible stories tell us about who God is To understand that Jewish people also believe in one God. To understand that the Shema prayer is important to Jewish people and that it reminds them about their beliefs about God <p>Evaluate</p> <ul style="list-style-type: none"> To describe how Jewish people show that the Shema prayer is important to them To consider why having objects to remind people about God might be useful. To begin to recognise how Christian and Jewish beliefs about God are similar/different to each other and to their own.
Religious Traditions	CHRISTIANITY	CHRISTIANITY JUDAISM	JUDAISM CHRISTIANITY
Vocabulary	Changing Feelings, Sadness, Happiness, Forgiveness, remembering, Love, Hope, Loss, New Life, Good Friday, Easter	Special, community, worship, prayer, Church, Synagogue	God, Love, creator, power, knowing, belief, Shema prayer, Mezuzah, Tefillin

Assessment	A poem explaining concepts of sad/happy A simple poem describing events of first Easter	To identify and name key features inside a church and synagogue	Venn diagram to compare Jewish and Christian beliefs about God
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RELIGIOUS EDUCATION

LOWER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	PROMISES Children will learn about the promises that are made during Christian and Hindu wedding ceremonies.	HOLY Children will look at different artwork that depicts Mary and the annunciation, describing the events of the annunciation	TREES Children consider why trees are often thought to 'give life'. They will find out about why the Banyan Tree is important to Hindus
Living Difference Concept Cycle	Communicate <ul style="list-style-type: none"> To identify a promise they have made or that has been made to them and to communicate how the promise made them feel Apply <ul style="list-style-type: none"> To recognise that not all promises are easy to keep and to consider what makes some easier to keep than others Inquire <ul style="list-style-type: none"> To understand the dictionary definition of a promise To identify some of the promises that are made in marriage vows Contextualise <ul style="list-style-type: none"> To accurately describe some of the marriage ceremony rituals for followers of Christianity and Hinduism, and to explain what these rituals symbolise. Evaluate <ul style="list-style-type: none"> To discern why it is important for some believers to include God in their wedding ceremonies. To identify similarities and differences between Christian and Hindu wedding ceremonies. 	Inquire <ul style="list-style-type: none"> To understand what is meant by the term Holy To identify some of the ways that artists show that Mary is Holy Contextualise <ul style="list-style-type: none"> To accurately describe the annunciation of Mary To explain how some Catholic Christians show that Mary is important to them. Evaluate <ul style="list-style-type: none"> To discern why Christians believe that the annunciation shows that Mary is Holy Communicate <ul style="list-style-type: none"> To identify some of the ways that artists communicate that Mary is Holy To creatively show my own interpretation of Mary and the annunciation through artwork and poetry Apply <ul style="list-style-type: none"> To recognise that not all images of Mary are intended to be Lifelike I understand that icons are important images that have great religious importance to some Christians 	Communicate <ul style="list-style-type: none"> To sketch a winter tree paying particular attention to texture and shape. To communicate how the tree made them feel and consider what adjectives and attributes they would use to describe it Apply <ul style="list-style-type: none"> To recognise that Trees can evoke different emotions in people To consider why some people experienced a strong emotional reaction to the felling of the Sycamore gap tree Inquire <ul style="list-style-type: none"> To understand why trees are important to the environment and that they can be a useful natural resource. To understand that trees are often used as a symbol of growth, new life, shelter and protection. Contextualise <ul style="list-style-type: none"> To explain why the Banyan tree is an important symbol to Hindus and describe how they celebrate it To know the Christian parable of the mustard seed and discern what this might tell Christians about Heaven Evaluate <ul style="list-style-type: none"> To consider any similarities between the Mustard and Banyan trees To retell the Folktale of 'The Three Trees' and consider the message that this story could give to Christians about the way God answers prayers
Vocabulary	CHRISTIANITY HINDUISM	CHRISTIANITY	CHRISTIANITY HINDUISM
Assessment	Promise, vow, ceremony, marriage, wedding	Holy, chosen, special, set apart, symbolism, icon, Mary Mother of God	Trees, symbol, new life, protection, shelter, growth

	SPRING 2	SUMMER 1	SUMMER 2
Description	EUCARIST Children will learn what the elements of The Eucharist represent and why many Christians continue to share bread and wine together	RITUAL Children will learn about the Christian prayer rituals of the Lord's prayer and the Rosary and consider why these are important to some Christians.	JANMASHTAMI Children will learn about the Hindu festival of Janmashtami that celebrates the birth of Krishna.
Living Difference Concept Cycle	Communicate <ul style="list-style-type: none"> • To explain what is meant by the term 'symbol' • To recognise what different well known symbols mean or represent Apply <ul style="list-style-type: none"> • To use my knowledge of symbolism to create my own symbol for 'hungry' or 'thirsty' Inquire <ul style="list-style-type: none"> • To know what the term Eucharist means and understand that the sharing of bread and wine is known by different names in different churches. • To explain what the bread and wine symbolise in the Eucharist ritual Contextualise <ul style="list-style-type: none"> • To describe what happened at The Last Supper and why many Christians continue to share bread and wine in churches today • To describe what happens during a Eucharist service Evaluate <ul style="list-style-type: none"> • To discern why it is important for Christians to take part in the ritual of Eucharist 	Inquire <ul style="list-style-type: none"> • To understand what is meant by the term ritual and to think about how this might differ from having a routine in place Contextualise <ul style="list-style-type: none"> • To learn about the Christian prayer rituals of the Lord's prayer and the Rosary • To compare and contrast the two versions of the Lord's Prayer located in the New Testament Evaluate <ul style="list-style-type: none"> • To consider why Christians might find it valuable to use the Lord's prayer or Rosary when they pray Communicate <ul style="list-style-type: none"> • To consider whether there are any rituals that they have in their own lives and what this might feel like if it was stopped Apply <ul style="list-style-type: none"> • To plan a ritual that could be used to mark a special occasion in the school calendar 	Inquire <ul style="list-style-type: none"> • To understand that Janmashtami is a Hindu festival that remembers the birth of the Hindu deity Krishna Contextualise <ul style="list-style-type: none"> • To accurately retell the Hindu story of Krishna's birth • To describe how Hindus may celebrate Janmashtami today Evaluate <ul style="list-style-type: none"> • To consider what the story of Krishna's birth tells Hindus about Krishna and why this is significant for them Communicate <ul style="list-style-type: none"> • To think about a person or past event in their own lives that they remember and to think about what this makes them feel and why this is important to them Apply <ul style="list-style-type: none"> • To consider that sometimes people use objects to help them remember past events or special people • To recognise that not all people remember events in exactly the same way and that not all events are important to everyone
Religious Traditions	CHRISTIANITY	CHRISTIANITY	HINDUISM
Vocabulary	Symbol, remember, Eucharist, Holy Communion, Last Supper	Ritual, routine, prayer, dedication	Remembering, important, Deity, Krishna, temple
Assessment	Diamond 9 showing importance to Christians of taking part in Holy Communion	To rewrite the Lord's Prayer in their own words	.Retelling of the story of the birth of Krishna



RELIGIOUS EDUCATION

LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	DEVOTION Children will learn about the four goals of the Hindu faith and how Hindus show their devotion to god and their family through Puja, Diwali and Raksha Bandhan.	ANGELS Children will consider the idea of imagery and will look at the roles that angels played in the Nativity story.	GOOD AND EVIL Children will learn about the Hindu festival of Holi. they will gain an understanding of what it means for good to overcome evil and apply this to the Hindu story of Prahlad and Holika.
Living Difference Concept Cycle	Communicate <ul style="list-style-type: none">• To communicate something or someone that they are devoted to or is really important to them Apply <ul style="list-style-type: none">• To understand that different people are devoted to different things• To explain how people may show their devotion and that this may not look the same for everyone Inquire <ul style="list-style-type: none">• To understand the meaning of the term devotion and this can often be understood as unwavering loyalty Contextualise <ul style="list-style-type: none">• To understand that Hindus show their devotion by regularly carrying out Puja (worship) and that many Hindus have a shrine for this purpose at home• To describe what they would expect to see in a Hindu shrine and what each of the items is for• To know that many Hindus show their devotion to goodness and the Goddess Lakshmi during Diwali Evaluate <ul style="list-style-type: none">• To begin to consider how the Hindu goal of Dharma shows devotion to god and their family	Communicate <ul style="list-style-type: none">• To express their response to self image by creating a mood board.• To describe the imagery they have used and what this may communicate to others. Apply <ul style="list-style-type: none">• To recognise and describe how some adverts for products use imagery to influence the consumer.• To recognise and describe the image that some famous people may want to create for themselves and think about why Inquire <ul style="list-style-type: none">• To accurately describe what is meant by the words image and imagery• To accurately describe what a stereotype of an angel is like and why this image is influenced by what they have previously seen and heard. Contextualise <ul style="list-style-type: none">• To accurately describe the imagery of angels from a range of artistic impressions and determine the different roles that angels have• To accurately describe how the imagery of angels is used in different parts of the Nativity story Evaluate <ul style="list-style-type: none">• To discern and describe the importance to Christians of the messages brought by the angels in the Nativity story• To recognise why the imagery of the angels depicted in the Nativity story is important and consider why other images may not be as helpful• To reflect on what the imagery of Angels means to them	Communicate <ul style="list-style-type: none">• To creatively express their response to the words good and evil.• To describe what these words mean to them. Apply <ul style="list-style-type: none">• To recognise whether different characters in stories or films are good or evil and describe why I think this.• To recognise that people are not just wholly good or completely evil and give examples of when this is the case. Inquire <ul style="list-style-type: none">• To accurately describe what is meant by good overcoming evil and to give examples that show when this has happened. Contextualise <ul style="list-style-type: none">• To accurately describe the story of Prahlad and use a story board to help them retell it.• To accurately describe how Hindus celebrate Holi. Evaluate <ul style="list-style-type: none">• To discern and describe the importance to Hindus that good overcome evil in the story of Prahlad.
Religious Traditions	HINDUISM	CHRISTIANITY	HINDUISM
Vocabulary	Devotion, loyalty, Puja, Dharma, Artha, Moksha, Karma	Image, imagery, stereotype, roles, guardian, warrior, messenger	Good, evil, consequence, overcoming, Holi,

Assessment	To label the different items that might be seen in a Hindu shrine and to describe the purpose of each one	To produce a labelled image of an angel and to consider whether this is influenced by stereotypical ideas	Produce a poster showing their response to good and evil, thinking about choice of colour, shape, vocabulary and imagery. Retell the story of Prahlad and Holika
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	SPRING 2	SUMMER 1	SUMMER 2
Description	BELIEF Children will learn the Christian belief that Jesus rose again at Easter. They will consider why some things are easier to believe than others and about the Bible story of Doubting Thomas.	AUTHORITY Children will look at different events in Jesus' life that show his authority. They will consider why the disciples were willing to do as he instructed them. They will learn about Pentecost and consider the importance of the Holy Spirit in Christians lives.	PEACE Children will consider the definition of peace and consider what it means to experience inner peace. They will find out about some of the ways that followers of different religions try to find inner peace. They will learn about the Hindu festival of Mahashivaratri.
Living Difference Concept Cycle	Inquire <ul style="list-style-type: none"> To understand what is meant by belief and recognise that people believe different things. To consider their own beliefs about different ideas and consider why it is easier to believe some things and not others. Contextualise <ul style="list-style-type: none"> To accurately describe the beliefs of different people during events of the Easter story. To describe Thomas' encounter with Jesus. To accurately describe how Christians may celebrate Easter Evaluate <ul style="list-style-type: none"> To discern and describe the importance of Easter to Christians Communicate their response to the events in the Easter story and consider their own beliefs about what Easter means to them Apply <ul style="list-style-type: none"> To recognise that what we believe can change the way we behave To recognise that not everyone shares the same beliefs as them 	Communicate <ul style="list-style-type: none"> To identify different authority figures in their own life To identify someone whose authority they trust and consider why they would listen and act on that person's instructions Apply <ul style="list-style-type: none"> To recognise that sometimes we need to use our own discernment when instructed to do something Inquire <ul style="list-style-type: none"> To understand what is meant by 'authority' and 'authority figure' and recognise the different characteristics that a person with authority might have Contextualise <ul style="list-style-type: none"> To accurately describe some of the key events in Jesus' life that show his authority To accurately describe how the events of Pentecost gave authority to the Apostles to continue Jesus' Ministry Evaluate <ul style="list-style-type: none"> To discern and describe the impact of Jesus' authority on his followers To discern and describe importance of Jesus' authority for Christians 	Inquire <ul style="list-style-type: none"> To understand what is meant by the term peace and that there are different definitions of this word. To write their own definition of what peace means to me. Contextualise <ul style="list-style-type: none"> To accurately describe some of the ways that followers of different religions try to achieve inner peace To accurately describe the Hindu celebration of Mahashivaratri and some of the ways that Hindus remember this. Evaluate <ul style="list-style-type: none"> To discern why experiencing peace is important to some people and consider if it is important to them and why Communicate <ul style="list-style-type: none"> To identify when they feel most at peace To creatively communicate my thoughts about peace through poetry Apply <ul style="list-style-type: none"> To recognise that peace is not necessarily linked to a specific place or action To understand that not everyone experiences peace in the same way
Religious Traditions	CHRISTIANITY	CHRISTIANITY JUDAISM	HINDUISM BUDDHISM HUMANISM
Vocabulary	Belief, certainty, doubt, remembering, forgiveness, grace, new life, Easter	Authority, judgement, trust, miracle, disciples, Pentecost, Holy Spirit	Peace, Inner Peace, turmoil, relaxation, calm, meditation, enlightenment
Assessment	To explain different ways that Christians may celebrate Easter and why 'At the Cross' inspired poetry	Diary entry from point of view of Simon Peter, recounting one of the miracles studied	Peace, Inner Peace, turmoil, relaxation, calm, meditation, enlightenment



RELIGIOUS EDUCATION

UPPER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	INTERPRETATIONS OF GOD Children will learn about the 4 main beliefs about God shared by the abrahamic religions	PROPHECY Children will learn what a prophecy is and explore the old testament prophecies	JUSTICE Children will consider situations in their own lives and from history that show injustice
Living Difference Concept Cycle	Communicate <ul style="list-style-type: none">To communicate different ideas about God and what he is like Apply <ul style="list-style-type: none">To think of different things that influence what a person believes about GodTo explain why some situations or events may change a person's ideas about God Inquire <ul style="list-style-type: none">To understand the word Interpretation and to give a definition of what this isTo consider which interpretations of God they most agree with and give reasons why Contextualise <ul style="list-style-type: none">To accurately describe the term 'monotheistic'To know the 4 main characteristics of God that are shared by followers of the Abrahamic religionsTo discern what the Qur'an tells Muslims about GodTo accurately compare and contrast the ideas about God in Christianity and Islam Evaluate <ul style="list-style-type: none">To demonstrate my interpretation of what God is like, using the 4 characteristics of God that are shared by the Abrahamic religions	Inquire <ul style="list-style-type: none">To understand the meaning of the words prophecy, prophesy and prophet and to explain how they are different but linked Contextualise <ul style="list-style-type: none">To describe how Christians believe the Old Testament prophecies about the Messiah link to JesusTo consider how the gifts given by the Magi could be considered prophetic Evaluate <ul style="list-style-type: none">To consider the importance to Christians of the prophecy in Matthew Chapter 24 about Jesus returning to earth one day and to share their own views on what they think about this. Communicate <ul style="list-style-type: none">To creatively describe the Magi and the role they played in the Nativity.To communicate their views on whether it would be good to be able to predict the future Apply <ul style="list-style-type: none">To consider other people views alongside their own to write a balanced argument of the benefits of predicting the future	Communicate <ul style="list-style-type: none">To communicate about a time that they have witnessed unfairness and talk about how this made them feel.To communicate what they'd like to say to the people involved in the situation Apply <ul style="list-style-type: none">To identify examples of injustice in the lives of Historical figures and to share their thoughts about what would make the situations fairer Inquire <ul style="list-style-type: none">To understand the meaning of the word Justice and to recognise that Justice is not the same as everyone having the same thing at the same time but about treating people fairly and reasonably according to the situation Contextualise <ul style="list-style-type: none">To consider what stories from different religious traditions (Christianity, Judaism and Islam) teach us about Justice Evaluate <ul style="list-style-type: none">To explain which of the stories from different religious traditions they like best and whyTo discern what the story has taught them about Justice and how this could be important in their own lives
Religious Traditions	CHRISTIANITY JUDAISM	CHRISTIANITY	CHRISTIANITY ISLAM JUDAISM
Vocabulary	creator, benevolent, omniscient, omnipotent interpretation, monotheistic, Abrahamic religions	Prophecy, prophesy, prophet, Old Testament, Magi, Messiah	Justice, fair, reasonable, equal, imbalance,
Assessment	A poem that describes the 4 main Abrahamic ideas about God from the child's own interpretation	A Kenning poem to describe the Magi's role in the Nativity story; balanced argument in response to being able to foretell the future	Explanation of which of the faith stories they liked best and what they learned about Justice from the story they chose

	SPRING 2	SUMMER 1	SUMMER 2
Description	RESURRECTION Children will learn about Christian beliefs at Easter	UMMA Children will learn how Muslims demonstrate their commitment to the Islamic community	SACRED SPACES Children will learn about the common features of Mosques and why these details are important to Muslims
Living Difference Concept Cycle	<p>Inquire</p> <ul style="list-style-type: none"> To understand the meaning of the word Resurrection and that this is often linked to the Christian belief that Jesus rose from the dead on Easter Sunday <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe the events that happened when the woman found the empty Tomb after Jesus' resurrection and consider what the characters may have thought and said at this time To accurately explain the account of the disciples' encounter with Jesus on the Emmaus road. <p>Evaluate</p> <ul style="list-style-type: none"> To discern the importance of the belief in Jesus' resurrection for Christians and understand that not all Christians may feel exactly the same way <p>Communicate</p> <ul style="list-style-type: none"> To consider and begin to explain their own beliefs about the resurrection of Jesus <p>Apply</p> <ul style="list-style-type: none"> To apply existing RE knowledge and understanding of the Christian belief in the Resurrection to write a diary entry account of the disciples' encounter with Jesus on the Emmaus road 	<p>Communicate</p> <ul style="list-style-type: none"> To consider which different groups they belong to and whether these groups have rules or traditions to follow <p>Apply</p> <ul style="list-style-type: none"> To consider how belonging to a group of people with similar interests/beliefs may makes them feel <p>Inquire</p> <ul style="list-style-type: none"> To understand that the term Umma refers to the world wide community of Muslims <p>Contextualise</p> <ul style="list-style-type: none"> To describe how Muslims show they belong to the Islamic community through declaring their faith, prayer, pilgrimage, charity giving and fasting <p>Evaluate</p> <ul style="list-style-type: none"> What is it important for Muslims to demonstrate Umma 	<p>Inquire</p> <ul style="list-style-type: none"> To find out what is meant by the term 'sacred' and think about how this may apply to places <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe key features of a Mosque <p>Evaluate</p> <ul style="list-style-type: none"> To consider how Muslims show their respect for the Mosque as a sacred place <p>Communicate</p> <ul style="list-style-type: none"> To creatively communicate the key features of a Mosque building To communicate a space that is special to them and how they feel when they are there <p>Apply</p> <ul style="list-style-type: none"> To recognise that we might change our behaviour when visiting other people's sacred spaces to show respect
Religious Traditions	CHRISTIANITY	ISLAM	ISLAM
Vocabulary	Resurrection, forgiveness, atonement, sin, new life, life after death, eternal life	Community, belonging, faith, dedication, pilgrimage, Umma,	Sacred, special, holy, Mosque, Mecca
Assessment	Diary entry account of the disciples' encounter with Jesus on the Emmaus road	To demonstrate their understanding of how Muslims might demonstrate that they belong to Umma (the worldwide community of Muslims)	To label features of a Mosque and explain why they are important to Muslims



RELIGIOUS EDUCATION

UPPER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	MUHAMMED/FLIGHT Children will learn the role of a Prophet and understand that Muslims believe that Muhammed is Allah's last messenger. They will hear the Islamic story of Muhammed's Miraculous Night Flight.	INCARNATION Children will learn about the Christian belief that Jesus is fully God and fully human and how this links to the Holy Trinity. They will consider how Mary may have felt about being entrusted to raise Jesus.	MESSAGES Children will learn that stories often contain messages or morals. They will look at a range of different parables and decide what they tell Christians about God and Heaven.
Living Difference Concept Cycle	Inquire <ul style="list-style-type: none">To understand the role of a prophet and to know that Prophet Muhammed is believed to be the very last Prophet in Islam Contextualise <ul style="list-style-type: none">To retell the story of Muhammed's Miraculous Night Journey and how this relates to the Muslim Pillar of Prayer Evaluate <ul style="list-style-type: none">To explain the role that Prophet Muhammed had in the Islamic faith and to define why he is such an important figure to Muslims Communicate <ul style="list-style-type: none">To communicate their knowledge about the 5 pillars of Islam in a posterTo communicate what the word 'flight' means to them Apply <ul style="list-style-type: none">To consider which of the 5 Pillars they think would be the hardest to follow and explain why they think thatTo explore what 'flight' symbolises in films	Inquire <ul style="list-style-type: none">To accurately explain the Christian concept of Incarnation and how this relates to the Trinity. Contextualise <ul style="list-style-type: none">To accurately explain how passages in the Bible, depicting the Nativity, reflect the Christian belief that Jesus is God Incarnate.To identify how artists have shown the human and Godly qualities of Jesus in their artwork.To accurately explain the Christian belief in the Trinity and relate this to the idea of Incarnation. Evaluate <ul style="list-style-type: none">To discern the value of Incarnation for Christians and reflect on what the idea of Incarnation may mean to them Communicate <ul style="list-style-type: none">To respond creatively and to begin to describe their response to the Trinity. Apply <ul style="list-style-type: none">To explain some examples of how the ideas of Incarnation and the Trinity may affect their lives or the lives of others.	Inquire <ul style="list-style-type: none">To accurately describe what people mean by stories with messages and determine the big ideas in some stories Contextualise <ul style="list-style-type: none">To accurately describe a message within parables that Jesus told, and how that message may be significant to ChristiansTo accurately describe the message that Jesus' behaviour gave to others and why this is important to Christians Evaluate <ul style="list-style-type: none">To discern and describe the value of stories with messages to believers and reflect on the value these stories may have for me. Communicate <ul style="list-style-type: none">To consider what is important to them and reflect on the message they would want to give to others about itTo communicate what they understand about the message that Jesus gave. Apply <ul style="list-style-type: none">To recognise and explain why stories are used to convey messagesTo consider the effect that stories with messages have on their own lives
Religious Traditions	ISLAM	CHRISTIANITY	CHRISTIANITY
Vocabulary	Prophet, messenger, flight, miracle, Allah, Mosque	Incarnation, Trinity, special	Messages, moral, parable, fable, example
Assessment	To explain who Muhammed was and why he is important to Muslims	Creative writing from POV of Mary - realisation of Jesus as God incarnate	Bible Parable sorting challenge Explanation of how Jesus taught his followers about how they should live through his messages

	SPRING 2	SUMMER 1	SUMMER 2
Description	SUFFERING Children will learn that suffering can be both physical and mental. They will consider how and why Jesus' suffered during the final week of his earthly life.	WISDOM Children will look at a range of proverbs from different religious traditions and non, and consider whether the advice is still relevant today.	RITES OF PASSAGE Children will learn about the 5 key rites of passage consistent between cultures and religions. They will look in more depth at multi faith naming ceremonies.
Living Difference Concept Cycle	<p>Inquire</p> <ul style="list-style-type: none"> To understand the term suffering and know that there are different types of suffering: physical and mental. To create a 'word art' based on the concept of suffering. <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe the suffering that Jesus endured at Easter and to identify when this was physical or mental suffering. To describe the roles that Judas and Pilate played in Jesus' crucifixion and consider how they may have suffered as a result of these roles. <p>Evaluate</p> <ul style="list-style-type: none"> To discern and describe the value of Good Friday to Christians. To reflect on their own thoughts about suffering and consider whether good can come from suffering <p>Communicate</p> <ul style="list-style-type: none"> To creatively communicate Jesus' suffering through a piece of artwork. To share what they think about Jesus' suffering <p>Apply</p> <ul style="list-style-type: none"> To share thoughts about what might have happened if Jesus hadn't been crucified. 	<p>Inquire</p> <ul style="list-style-type: none"> To understand the terms wisdom and knowledge and can sort different statements accordingly <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe the Christian story of creation and identify the original sin committed by Adam and Eve To select proverbs from the Bible that they consider to be important and describe why To describe how King Solomon showed himself to be wise To consider some excerpts from the Qur'an and consider which advice would be most difficult to follow and why <p>Evaluate</p> <ul style="list-style-type: none"> To discern and describe the value of the Qur'an for Muslims and the Bible for Christians.. To reflect on whether the wisdom that is shared in the Qur'an and Bible is still useful/relevant today. <p>Communicate</p> <ul style="list-style-type: none"> To share what they think is meant by the term wisdom. To communicate who they consider to be wise and why. <p>Apply</p> <ul style="list-style-type: none"> To consider whether being wise is the same as being clever or having knowledge 	<p>Inquire</p> <ul style="list-style-type: none"> To understand what is meant by the term 'rites of passage'. To know that there are some rites of passage that are consistently marked across different religious traditions and cultures. <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe some rites of passage ceremonies that are carried out by different religious and non religious traditions. To explain what happens and begin to think about why. To accurately compare and contrast different baby naming ceremonies from a range of traditions. <p>Evaluate</p> <ul style="list-style-type: none"> To discern the value of marking significant rites of passage with a ceremony. To consider which aspects of different naming ceremonies are important to the followers of that tradition and also discern their possible value for themselves. <p>Communicate</p> <ul style="list-style-type: none"> To communicate events that have been significant in their life and plot them on a 'life-line'. To explain why these events have had an impact on me. <p>Apply</p> <ul style="list-style-type: none"> To explain why not all events may impact everyone in the same way. To understand that not everyone will experience the same events or place value in the same things.
Religious Traditions	CHRISTIANITY	ISLAM CHRISTIANITY	MULTI FAITH
Vocabulary	Suffering, physical, mental, pain, sacrifice, betrayal	Wisdom, knowledge, proverbs, advice, instructions	Milestone, rites of passage, significant event,
Assessment	Poem explaining how Jesus suffered	To match the beginning and ending of some proverbs and determine what they mean	Sorting elements of different multifaith naming ceremonies