**A Statement of Entitlement**

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

**Curriculum statement: challenging, accurate and diverse**

Pupil are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences.

**Aims and objectives**

• To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

• To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

• To engage with challenging questions of meaning and purpose raised by human existence and experience.

• To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.

• To explore their own religious, spiritual and philosophical ways living, believing and thinking.

**Curriculum balance and time: sufficient, appropriate and balanced**

In Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives.

# Words in Red: There are some theological concepts that underpin these ideas. It is important that we ensure that we are being as theologically accurate as we can be when teaching them. This is particularly true when looking at the Trinity. It is important to note that some denominations within Christian circles differ on their theological understanding of some of these terms, there are also differences within the CofE as to the theological understanding of some of these terms.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Ash**  **Odd/Even** | **F4 Being Special: where do we belong?**  Key Knowledge/Concept:  Understand the terms respect and belonging  Understand how people care for and love us.  Understand what happens at a baptism and dedication  Key Skills  Retell stories  Share own ideas | **INCARNATION**  **F2 Why is Christmas Special for Christians?**  ***\*UC - Why Christians perform Nativity plays at Christmas?***  Key Knowledge/Concept:  Understand that Christians believe Jesus was born at Christmas  Begin to understand the word ‘incarnation’ as God with us.  Key Skills  Retell stories  Share own ideas | **F6 What times/stories are special and why?**  Key Knowledge/Concept:  Understand religious words  Know what the Torah the Bible are  Know some simple bible stories  Key Skills  Retell stories  Share own ideas and experiences | **SALVATION**  **F3 Why is Easter special to Christians?**  ***\*UC - Why do Christians put a cross in an Easter garden?***  Key Knowledge/Concept:  Understand that Christians believe that Jesus died for their sins at Easter  Key Skills  Retell stories  Share own ideas and experiences | **GOD/CREATION**  **F1 Why is the word ‘God’ important to Christians?**  Key Knowledge/Concept:  Understand who Christians believe God is  Understand what makes the world a special place.  Key Skills  Retell stories  Share own ideas and experiences  F5 What places are special to us? | **F5 What places are special to us?**  Key Knowledge/Concept:  Understand what is inside a Church  Understand what makes pleases feel safe  Key Skills  Retell stories  Share own ideas and experiences |
| Willow **Year 1 and 2**  **EVEN** | 1. 8 What makes some places sacred to believers? (C, M)Key Knowledge/Concept:Recognise objects from different religions and understand how they are used in worship.Recognise that some places are special and sacred.Key SkillsTalk about what they learn from storiesAsk questions about stories | INCARNATION1. 3 Why does Christmas matter to Christians?Key Knowledge/Concept:Understand that Christians believe that Jesus was God’s SonUnderstand the term incarnationKey SkillsTalk about what they learn from storiesAsk questions about stories | GOSPEL1. 4 What is the ‘good news’ Christians believe Jesus brings?Key Knowledge/Concept:Recognise that the gospels stories of good newsRecognise that the Bible helps show the right way to live.Key SkillsTalk about what they learn from stories Ask questions about stories | SALVATION1. 5 Why does Easter Matter to Christians?Key Knowledge/Concept:Understand the events of Holy Week and EasterUnderstand the term salvation and its importance to ChristiansKey SkillsTalk about what they learn from storiesAsk questions about stories | 1. 6 Who is a Muslim and how do they live? Part 1.Key Knowledge/Concept:Recognise that there are 99 names for AllahRecognise the words of the ShahadahRecognise that Muslims use the words of the Prophet to help guide themKey SkillsTalk about what they learn from storiesAsk questions about stories | |
| **Willow**  **Years 1 and 2**  **ODD** | CREATION1. 2 Who do Christians say made the world?Key Knowledge/Concept:Understand terms creation and creatorUnderstand the story of creation and that Christians believe God created the world.Key SkillsTalk about what they learn from storiesAsk questions about stories | 1. 9 How should we care for the world and for others, and why does it matter? (C, J, NR)Key Knowledge/Concept:Understand that people care for the world in different ways.Understand that we need to look after the world in which we liveUnderstand the meaning of Genesis 1Key SkillsTalk about what they learn from storiesAsk questions about stories | 1. 7 Who is Jewish and how do they live?Key Knowledge/Concept:Understand the words of the Shema Prayer; how it is used and why it is important to Jews.Understand what happens at a Shabbat/SukkotKey SkillsTalk about what they learn from storiesAsk questions about stories | | GOD1. 1 What do Christians believe God is like?Key Knowledge/Concept:Understand what a parable isUnderstand terms ‘love’ and ‘forgive’Understand that Christians believe that God is loving and forgiving.Key SkillsTalk about what they learn from storiesAsk questions about stories | 1. 10 What does it mean to belong to a faith community?Key Knowledge/Concept:Understand the term community (religious + non-religious).Understand how faith communities show their love.Key SkillsTalk about what they learn from stories Ask questions about stories |
| ELM **Year 3 and 4**  **EVEN** | L2. 7 What do Hindus believe God is like?Key Knowledge/Concept:Identify some Hindu deities and say how they help Hindus describe GodUnderstand the term murti and how they support Hindu worshipKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | INCARNATION/GODL2. 3 What is the ‘Trinity’ and why is it important for Christians?Key Knowledge/Concept:Understand the term TrinityRecognise that Christians believe that God is 3 in 1 - *Father, Son and Holy Spirit.*Understand how knowledge of the Trinity shapes Christian livesKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 8 What does it mean to be a Hindu in Britain today?Key Knowledge/Concept:Identify the terms dharma, Sanatan Dharma and Hinduism and say what they meanIdentify and understand terms such as arti, bhajans and Diwali.Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | SALVATIONL2. 5 Why do Christians call the day Jesus died ‘Good Friday’?Key Knowledge/Concept:Identify and understand the word salvation.Understand the importance of Holy Week to ChristiansIdentify and understand the significance of the term ‘Good Friday’Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | KINGDOM OF GODL2. 6 For Christians, when Jesus left, what was the impact of Pentecost?Key Knowledge/Concept:Identify the term PentecostUnderstand the role of the Holy SpiritUnderstand what Christians believe the Kingdom of God is.Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 11 How and why do people mark the significant events of life? (C, H, NR)Key Knowledge/Concept:Identify and understand the word commitmentUnderstand how marriage and baptism ceremonies work in religious and non-religious contextsKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people liveMake comparisons between fait practises |
| ELM **Year 3 and 4** ODD | CREATION/FALLL2. 1 What do Christians learn from the Creation Story?Key Knowledge/Concept:Identify and understand what is meant by ‘the fall’Understand the story of Creation and what Christians believe happenedUnderstand ways in which we look after creation.Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | PEOPLE OF GODL2. 2 What is it like for someone to follow God?Key Knowledge/Concept:Identify and understand the term covenantUnderstand the term faith and how it is different form religionKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | GOSPELL2. 4 What kind of world did Jesus want?Key Knowledge/Concept:Understand the ways in which Jesus wanted the world to be a better placeKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 9 How do festivals and worship show what matters to a Muslim?Key Knowledge/Concept:Identify and understand the term ibadahIdentify examples of ibadah in IslamKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 10 How do festivals and worship show what matters to Jewish people?Key Knowledge/Concept:Identify and understand the terms, sin, forgiveness and God in Jewish terms.Understand key festival of PassoverKey SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live | L2. 12 How and why do people try to make the world a better place? (C, M/J, NR)Key Knowledge/Concept:Understand how charities work to bring about affect change within this world.Understand how people define acts in terms of ‘good’ and ‘evil’Key SkillsRaise questions and seek answers to key religious ideasMake simple links between texts, beliefs and how people live |
| OakYear 5 and 6EVEN | CREATIONU2. 2 Creation and science: conflicting or complementary?Key Knowledge/Concept:Scientific and Religious views on the creation of the universe and creation of man.Key Skills:Interrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 11 Why do some people believe in God and some people not? (C, NR)Key Knowledge/Concept:Understand the term faithUnderstand barriers to faithThe reasons why people have faith.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning. | U2. 8 What does it mean to be a Muslim in Britain today?Key Knowledge/Concept:Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefsKey SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | SALVATION What difference does the resurrection make for Christians?Key Knowledge/Concept:What is the resurrection and what evidence do we have for it.Understand the concept of Christian HopeKey SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | KINGDOM OF GODU2. 6 For Christians, what kind of king is Jesus?Key Knowledge/Concept:Understanding of the Kingdom of God.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 12 How does faith help people when life gets hard?Key Knowledge/Concept:Religious understanding of suffering, death and bereavement and its links to faith and hope.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning |
| Oak **Year 5 and 6**  **ODD** | U2. 7 Why do Hindus want to be good?Key Knowledge/Concept:Understand key Hindu Beliefs such as dharma, karma, samsara, moksha, using technical terms accuratelyKey SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | INCARNATIONU2. 3 Why do Christians believe Jesus was the Messiah?Key Knowledge/Concept:Understand the terms Prophesy, Incarnation and MessiahUnderstand why Christians call Jesus the MessiahKey SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | GOSPELU2. 4 Christians and how to live: What would Jesus do?Key Knowledge/Concept:Understand that there are different ways of interpreting the Bible.Understand that scripture shows us a way to live.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 9 Why is the Torah so important to Jewish people?Key Knowledge/Concept:Understand what the Torah is and how it is usedUnderstanding of key Jewish laws and commandment e.g. Kosher law.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | GODU2. 1 What does it mean if Christians believe God is holy and loving?Key Knowledge/Concept:Theological understanding of Holy and Loving.Understand how Christians respond to God being Holy and Loving.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning | U2. 10 What matters most to Humanists and Christians? (C, M/J, NR)Key Knowledge/Concept:Understand the terms ‘good’ and ‘evil’Understand morals and how people develop a moral code.Key SkillsInterrogate and weigh up sources of evidence.Reflect on evidence and present key findings.Understand different points of viewMake connections with other learning |