Keevil CofE Academy RE Curriculum Overview

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Understanding Christianity: CREATION 1.2 – Who made the world?	**Understanding Christianity: INCARNATION F2 – Why do Christians perform nativity plays at Christmas? 1.3 – Why does Christmas matter to Christians?**	**Discovery RE: JUDAISM Y1 Summer 2 – Does celebrating Chanukah make Jewish children feel close to God?**	**Discovery RE: SALVATION/EASTER F1/2 – What is Easter? Y2 Spring 2 – How important is it for Christians that Jesus came back to life after his crucifixion?**	**Discovery RE: KINGDOM OF GOD Y1 Spring 1 – Was it always easy for Jesus to show friendship?**	**Discovery RE: JUDAISM F1/2 Spring 1 – How do people celebrate? Y1 Summer 1 – Is Shabbat important to Jewish children?**
EYFS/KS1 ***Year 1***	• Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. • Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.	• Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.	• I can talk about how cards help to mark celebrations. • I can recognise some of the symbols used at Chanukah and start to explain them. • I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God.	• I can say what I believe happens to you when you die and tell you how I remember people close to me. • I can recall what Christians believe happened on Easter Sunday. • I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	• I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend.	• I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why. • I can start to make a connection between being Jewish and decisions about behaviour.
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Lower KS2 ***Year 1***	**Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?**	**Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?**	**Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?**	**Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?**	**Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?**	**Discovery RE : ISLAM Discovery RE: BUDDHISM Y4 Units – Can the Buddha's teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?**
	• Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. • Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. • Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short. • Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. • They know that some people don't believe that God made the world.	• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus • Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. • Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'	• I can start to show an understanding of why people think it is difficult to be happy all the time. • I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. • I can begin to show an understanding of what being happy means to Buddhists.	• I can talk about what sort of help I might need to show forgiveness. • I can describe what a Christian might learn about forgiveness from a Biblical text. • I can show an understanding of how Christians believe God can help them show forgiveness.	• Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. • Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. • Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. • Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means • Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.	• I can suggest why there may be problems in the world and how people could help solve them. • I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. • I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place. • I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. • I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. • I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
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Upper KS2 ***Year 1***	**Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?**	**Understanding Christianity: INCARNATION 2b.4 – Was Jesus the Messiah?**	**Discovery RE: ISLAM Y6 Autumn 1 – What is the best way for a Muslim to show commitment to God?**	**Understanding Christianity: SALVATION 2b.6 – What did Jesus do to save human beings?**	**Understanding Christianity: KINGDOM OF GOD 2b.8 – What kind of king is Jesus?**	**Discovery RE : ISLAM Y6 Summer – Does belief in Akirah (life after death) help Muslims lead good lives?**
	• Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christian believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.	• Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument	• I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • I can think of some ways of showing commitment to God that would be better than others for Muslims.	• Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. • Pupils know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb. • Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. • They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. • They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.	• Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). • Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete. • Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. • Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God	• I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. • I can give examples of times when I misinterpreted something. • I can explain two different Muslim interpretations of Jihad. • I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
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EYFS/KS1 ***Year 2***	**Understanding Christianity: GOD** **EYFS: F1 – Why is the word 'God' so important to Christians?** **KS1: 1.1 – What do Christians believe God is like?**	**Understanding Christianity: GOSPEL** **KS1: 1.4 – What is the good news that Jesus brings?**	**Discovery RE: JUDAISM** **EYFS: F1/2 Autumn 1 – What makes people special?** **KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?**	**Understanding Christianity: SALVATION** **EYFS: F3 – Why do Christians put a cross in an Easter Garden?** **KS1: 1.5 – Why does Easter matter to Christians?**	**Discovery RE: PEOPLE OF GOD** **EYFS: F1/2 Summer 1 – What can we learn from stories?** **KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?**	**Discovery RE: JUDAISM** **EYFS: - F1/2 – What makes places special?** **KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?**
	• Pupils know that Christians believe in God and that they find out about him in the Bible. • They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. • They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.	• Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. • Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. • Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you. **Discovery RE: CHRISTMAS** **KS1: Y1 Autumn 2 – What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?** **OR Y2 Autumn 2 – Why do Christians believe God give Jesus to the world?** • I can talk about a gift that is special to me • I can remember some of the Christmas story. • I can suggest a gift I would give to Jesus. OR • I can say how I could help solve a problem by showing love. • I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	• I can talk about why I do as some people ask but not others. • I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. • I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. AND • I can explain why agreements are important and why they should be kept. • I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	• Pupils will know that Easter is very important in the 'Big story' of the Bible. • Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. • Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. • Pupils will know that Christians believe in life after death. • Pupils will know some of the ways its local church celebrates Easter.	• I can tell you when I have been kind to others even when it was difficult. • I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. • I can say if I think Christians should be kind and give a reason.	• I can explain why I could do certain things at certain ages. • I can tell you what I am most committed to in my life. • I can talk about one of the ways Jews show commitment to God. • I can talk about a way that Jews show commitment to God and say why this might be important.
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	Discovery RE: GOD Y4 Summer 2 – Do people need to go to church to show they are Christians?	**Understanding Christianity: GOSPEL 2a.4 – What kind of world did Jesus want?**	**Discovery RE: HINDUISM Y3 Autumn 1 – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?**	**Understanding Christianity: SALVATION 2a.5 – Why do Christians call the day Jesus dies 'Good Friday'?**	**Understanding Christianity: PEOPLE OF GOD 2a.2 – What is it like to follow God?**	**Discovery RE: HINDUISM Y3 Summer 1 – How can Brahman be everywhere and in everything?**
Lower KS2 ***Year 2***	• I can explain some of the feelings my special place gives me and suggest why that is. • I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. • I can start to understand the impact a Christian's special place has on him/her.	• Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. • Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. • Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. • Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). • They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. **Discovery RE: CHRISTMAS Y4 Autumn 2 – What is the most significant part of the nativity story for Christians today?** • I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. • I can describe one thing a Christian might learn about Jesus from a Christmas symbol. • I can ask questions about what Christmas means to Christians and compare this with what it means to me.	• I can tell you three important actions I could take to support a group I belong to. • I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how • I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	• Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday • They know that for some Christians today standing up for your faith can risk ridicule and even persecution.	• Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. • Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. • Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows • Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.	• I can explain some of the different roles I play whilst still being me. • I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. • I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. **Y3 Summer 2 – Would visiting the River Ganges feel special to a non-Hindu?** • I can explain why water is important. • I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. • I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.
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	Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving?	**Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?**	**Discovery RE: SIKHISM Y5 Spring 1 – Are Sikh stories important today?**	**Understanding Christianity: SALVATION 2b.7 – What difference does the resurrection make for Christians?**	**Understanding Christianity: PEOPLE OF GOD 2b.3 – How can following God bring freedom and justice?**	**Discovery RE : SIKHISM Y5 Autumn 1 – How far would a Sikh go for his/her religion? COMBINED WITH Y5 Summer 1 – What is the best way for a Sikh to show commitment to God?**
Upper KS2 ***Year 2***	• Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why i.e. Humanist's don't believe God is omnipotent omniscient and eternal because..,. • They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy • Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. • Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral.	• Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. • Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). • Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary. **Discovery RE: CHRISTMAS Y5 Autumn 2 – Is the Christmas story true? OR Y6 Autumn 2 – How significant is it that Mary was Jesus' mother?**	• I can explain how some stories can teach people about what is important and how to behave. • I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. • I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	• Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. • Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. • They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. • They can explain why certain things might happen at a Christian funeral.	• Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation • Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. • Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church • Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too.	• I can identify the different levels of commitment I show to different things and explain these priorities. • I can make links between how Sikhs practise their religion and the beliefs that underpin this. • I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. • I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. • I can start to express what I think about the best way a Sikh could show commitment to God.
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