

Avonwood Curriculum Overview

Subject: RE

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Contents

RE Vision Statement at Avonwood	3
Avonwood RE Curriculum Overview: Foundation to Year 6	5
Foundation RE Curriculum Overview	6
Year 1 RE Curriculum Overview	9
Year 2 RE Curriculum Overview	12
Year 3 RE Curriculum Overview	15
Year 4 RE Curriculum Overview	18
Year 5 RE Curriculum Overview	21
Year 6 RE Curriculum Overview	24



RE Vision Statement at Avonwood



RE is statutory and sits alongside the National Curriculum. In addition, RE serves not only the Social, Moral, Social and Cultural and British values agendas but also contributes significantly to literacy skills as well as linking easily to many areas of the National Curriculum.

At Avonwood, we have chosen to use and follow the scheme 'Discovery RE' to help us construct a coherent and balanced RE curriculum where every year progression and continuity is enabled and enhanced.

The aim of our RE curriculum is to make RE a meaningful and relevant subject for all pupils.

In every year, from Foundation to Year 6, Christianity is taught with Christmas and Easter given new treatment each year, developing the learning in a progressive way. At Avonwood, we also cover Hinduism, Islam, Judaism and Sikhism. Humanist perspectives are added when appropriate in some enquiries.

We also encourage visitors and speakers from several of the World religions studied to visit our children to allow them an opportunity to talk about their beliefs and practices and allowing the children to ask questions to further and enrich their understanding.

Our approach is enquiry driven, with key questions driving each topic. This enables children to consider key concepts and how they can relate to these in their own lives whilst also giving them an opportunity to recognise and understand the meanings of these concepts to people with religious faiths and beliefs. We encourage children to celebrate our differences and give children the opportunity to explore their thoughts and opinions and most importantly, promote respect for others.

“Each enquiry demands the equivalent of 6 lessons. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry’s contribution to the British Values agenda. SMSC (Spiritual, Moral, Social and Cultural) development With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor.

British Values Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda.

Mindfulness: Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children’s self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.”

Hannah Rich

RE Subject Lead at Avonwood

Avonwood RE Curriculum Overview: Foundation to Year 6

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Christianity Judaism	Christianity	Hinduism	Christianity	Christianity, Islam, Hinduism, Sikhism	Christianity, Islam, Judaism
1	Christianity	Christianity	Christianity	Christianity	Judaism	Judaism
2	Christianity	Christianity	Islam	Christianity	Islam	Islam
3	Sikhism	Christianity	Christianity	Christianity	Sikhism	Sikhism
4	Judaism	Christianity	Islam	Christianity	Judaism	Christianity
5	Hinduism	Christianity	Hinduism	Christianity	Hinduism	Christianity
6	Judiasm	Christianity	Islam	Christianity	Islam	

Foundation RE Curriculum Overview

Understanding the World – People, Culture and Communities

Development Matters – Reception

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

Early Learning Goal

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Milestones

Children will:

- Talk about what they celebrate.
- Comment on pictures of festivals celebrated by others.
- Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.

Autumn 1	Knowledge (I Know)	Skills (I Can)
Autumn 1 – All About Me Discovery RE – Special People Wider curriculum - our own family traditions	I know how families can be special I know we can be special for different reasons	I can say who is special to me (friends/family) I can say who is a role model to me

<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>I know what a role model is and that Jesus is a role model for Christians</p> <p>I know who Moses is and what rules are.</p>	<p>I can retell the story of Moses and the Ten Commandments</p>
Autumn 2		
<p>Theme: Christmas</p> <p>Autumn 2 – Autumn and Let's Celebrate Discovery RE – Christmas Wider curriculum - Diwali</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity Christian concept: Incarnation</p>	<p>I know what gifts are and why we give/receive them</p> <p>I know Jesus is God's gift and that Christians believe in Incarnation.</p> <p>I know why Jesus is special to Christians</p>	<p>I can retell the Christmas story</p> <p>I can explain my favourite part of the story</p> <p>I can explain how it feels to give and receive gifts.</p>
Spring 1		
<p>Theme: Celebrations</p> <p>Spring 1 – Let It Snow and Chinese New Year Discovery RE – Celebrations Wider curriculum - Chinese New Year</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>I know what New Year resolutions are</p> <p>I know the story of Chinese New Year</p> <p>I know what is being celebrated at Nowruz</p> <p>I know how and why Hindus celebrate Holi</p>	<p>I can choose and explain my own New Year Resolutions</p> <p>I can retell the story of the Chinese New Year</p> <p>I can talk about how it feels to celebrate special times/events</p>

Spring 2		
<p>Theme: Easter</p> <p>Spring 2 – If you go down to the woods today...</p> <p>Discovery RE – Easter</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity Christian concept: Salvation</p>	<p>I know what Springtime is and signs of Spring, including new life.</p> <p>I know what makes Easter special to Christians.</p> <p>I know the palm cross is an example of a symbol of Easter</p> <p>I know the events of the Easter story</p>	<p>I can identify signs of spring.</p> <p>I can talk about Jesus' and his disciples feelings during different parts of the Easter Story.</p> <p>I can retell parts of the Easter story.</p> <p>I can link symbols and signs to the events of the Easter story</p>
Summer 1		
<p>Theme: Story Time</p> <p>Summer 1 – Once there were dragons...</p> <p>Discovery RE - Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>I know the story of The Boy Who Cried Wolf and what telling a lie means</p> <p>I know Sikhs believe everyone is special and important</p> <p>I know Muslims believe Allah created the world and everything in it</p> <p>I know Christians believe Jesus told stories to help people understand that they believe God loves everyone and will be very happy if a person who was doing the wrong thing in their lives, changes their lives</p>	<p>I can explain the importance of honesty.</p> <p>I can explain the moral of a story</p> <p>I can identify beautiful things in our world</p> <p>I can identify what makes a good friend</p>
Summer 2		
<p>Theme: Special Places</p>	<p>I know what homes need and what makes a home special</p>	<p>I can compare homes around the world with my own home.</p>

<p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>	<p>I know everyone has different special places</p> <p>I know a Church is a special place for Christians.</p> <p>I know a Synagogue is a special place for Jews</p> <p>I know a Mosque is a special place for Muslims</p>	<p>I can describe my special place and explain what makes it special</p> <p>I can explain the different parts of the Church and what they're used for.</p> <p>I can explain why Muslims wash and take shoes off before entering a Mosque</p> <p>I can identify what Jewish people wear to a Synagogue</p>
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Year 1 RE Curriculum Overview

Autumn 1	Knowledge	Skills
<p>Christianity Theme: Creation Story Concept: God/Creation</p> <p>Key Questions: Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world?</p> <p>(Believing/Behaving)</p>	<p>I know and can re-tell the Christian Creation story</p> <p>I know how the Creation story influences how Christians behave towards nature and the environment.</p>	<p>I can say how it felt to make something.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p>

Autumn 2		
<p>Christianity Theme: Christmas Concept: Incarnation</p> <p>Key Questions: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?</p> <p>(Believing/Belonging)</p>	<p>I know the order and events of the Christmas story.</p> <p>I know and can decide what gifts would be meaningful for Jesus.</p>	<p>I can talk about a gift that is special to me.</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p>
Spring 1		
<p>Christianity Theme: Jesus as a friend Concept: Incarnation</p> <p>Key Questions: Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings?</p> <p>(Believing/Behaving)</p>	<p>I know and can identify when it is easy and difficult to show friendship</p> <p>I know and can explore when Jesus may have found friendship difficult.</p>	<p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can say how Jesus tried to be a good friend</p>

Spring 2		
Christianity Theme: Easter - Palm Sunday Concept: Salvation Key Questions: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)	I know that Jesus is special to Christians I know how Jesus' welcome on Palm Sunday shows this how special he is to Christians.	I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.
Summer 1		
Judaism Theme: Shabbat Key questions: Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Behaving)	I know how to empathise with Jewish children I know what they do during Shabbat I know why Shabbat is important to them.	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.
Summer 2	Knowledge	Skills
Judasim Theme: Rosh Hashanah and Yom Kippur	I know how to empathise with Jewish children I know what Rosh Hashanah and Yom Kippur are	I can say how it feels to say sorry and what I have said sorry for.

<p>Key questions: Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?</p> <p>(Believing/Belonging)</p>	<p>I know what Rosh Hashanah and Yom Kippur mean to Jewish children</p>	<p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>
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Year 2 RE Curriculum Overview

Autumn 1	Knowledge	Skills
<p>Christianity Theme: What did Jesus teach?</p> <p>Key questions: Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</p> <p>(Believing/Behaving)</p>	<p>I know Bible stories that show kindness,</p> <p>I know how this makes Christians behave towards other people.</p>	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p>

Autumn 2		
Christianity Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Questions: Why do Christians believe God gave Jesus to the world? Is God important to everyone? (Believing)	I know the events of the Christmas story I know the reasons for Jesus' birth. I know what 'gift from God' means.	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.
Spring 1		
Islam Theme: Prayer at home Key Questions: Does praying at regular intervals help a Muslim in his/her everyday life? Who do I believe I am? Does it feel special to belong? (Believing/Behaving)	I know what commitment means I know commitment means to us and Muslims I know why and how Muslims pray 5 times a day.	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.
Spring 2		
Christianity Theme: Easter - Resurrection Concept: Salvation Key questions:	I know the order and events of the Easter Story I know what Resurrection means I know what Jesus' resurrection means to Christians.	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.

<p>How important is it to Christians that Jesus came back to life after his crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs?</p> <p>(Believing/Belonging/Behaving)</p>		<p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>
Summer 1		
<p>Islam Theme: Community and Belonging</p> <p>Key Questions: Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am?</p> <p>(Believing/Behaving)</p>	<p>I know why Muslims visit the mosque</p> <p>I know why this gives them a sense of belonging.</p> <p>I know how, when, where and why Muslims pray.</p>	<p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be</p>
Summer 2		
<p>Islam Theme: Hajj Key Questions: Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone?</p> <p>(Believing/Behaving)</p>	<p>I know what happens during Hajj</p> <p>I know the importance of this to Muslims.</p>	<p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>

Year 3 RE Curriculum Overview

Autumn 1	Knowledge	Skills
Sikhism Theme: The Amrit Ceremony and the Khalsa Key questions: Does joining the Khalsa make a person a better Sikh? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religions beliefs influence people to behave well towards others? (Believing/Behaving)	I know the reasons why a Sikh may choose to join the Khalsa. I know what happens during The Amrit Ceremony I know what belonging means	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.
Autumn 2		
Christianity Theme: Christmas Concept: Incarnation Key questions: Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion?	I know the events of the Christmas story I know Christians believe Jesus was God in human form and that this is called Incarnation. I know what Christmas means to Christians and how Christians celebrate it.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.

Is religion the most important influence and inspiration in everyone's life?		
(Believing/Behaving)		
Spring 1	Knowledge (I Know)	Skills (I Can)
Christianity Theme: Jesus' Miracles Concept: Incarnation Key Questions: Could Jesus heal people? Were these miracles or is there some other explanation? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	I know and can retell Bible stories when miracles have happened I know where to find Bible stories containing miracles in the New Testament in the Bible I know how to question and discuss whether Jesus really did perform miracles.	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.
Spring 2		
Christianity Theme: Easter – Forgiveness Concept: Salvation Key Questions Is Christianity still a strong religion 2000 years after Jesus was on Earth? What is 'good' about Good Friday?	I know key events in the Easter story I know and understand why Jesus' crucifixion symbolises hope for Christians.	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.

<p>Should religious people be sad when someone dies?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p> <p>Believing/Belonging/Behaving)</p>		
Summer 1		
<p>Sikhism</p> <p>Theme: Sharing and Community</p> <p>Key questions:</p> <p>Do Sikhs think it is important to share?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in people's life?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>	<p>I know the meaning of sharing and how Sikhs share.</p> <p>I know how Sikh beliefs affect their ways of life and the importance they place on sharing.</p>	<p>I can discuss why it is important to share even though it is not always easy.</p> <p>I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p>I can begin to tell you if I think sharing is important or not to Sikhs.</p>
Summer 2		
<p>Sikhism</p> <p>Theme: Prayer and Worship</p> <p>Key questions:</p> <p>What is the best way for a Sikh to show commitment to God?</p> <p>Do religious people lead better lives?</p>	<p>I know the different ways that Sikhs show their commitment to God,</p> <p>I know how to comparing their practices in order to explore which shows the most commitment</p>	<p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p>

Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)		I can start to evaluate which ways may show more or less commitment to God for Sikhs.
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Year 4 RE Curriculum Overview

Autumn 1	Knowledge	Skills
Judaism Theme: Beliefs and Practices Key questions: How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	I know and understand the special relationship between Jews and God and the promises they make to each other. I know what promise means	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.
Autumn 2		
Christianity Theme: Christmas Concept: Incarnation Key questions:	I know the symbolism in the Christmas story I know what the different parts of the Christmas story mean to Christians today. I know what Incarnation means	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.

<p>What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs?</p> <p>(Believing/Belonging)</p>		<p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>
Spring 1		
<p>ISLAM Theme: Beliefs and Practices</p> <p>Key questions: What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>	<p>I know and understand some of the ways Muslims show commitment to God</p> <p>I know how to evaluate whether there is a best way.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>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.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>
Spring 2		
<p>Christianity Theme: Easter Concept: Salvation</p> <p>Key questions: Is forgiveness always possible for Christians? Do religious people lead better lives?</p>	<p>I know how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p>I know what resurrection means</p> <p>I know what forgiveness means and it's importance to Christian belief and practice.</p>	<p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p>

Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)		
Summer 1		
Judaism Theme: Rites of Passage and good works Key questions: What is the best way for a Jew to show commitment to God? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving/Belonging)	I know how Jews show their commitment to God, I know Jewish practices which show the most commitment.	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.
Summer 2		
Christianity Theme: Prayer and Worship Key questions: Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	I know how important going to church is to show someone is a Christian. I know some Christian practices and events that happens inside a church.	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.

Year 5 RE Curriculum Overview

Autumn 1	Knowledge	Skills
Hinduism Theme: Prayer and Worship Key questions: What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Belonging)	I know how Hindus show their commitment to God I know different Hindu practices which show commitment to God	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.
Autumn 2		
Christianity Theme: Christmas Concept: Incarnation Key questions: Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	I know different accounts of the Christmas story I know and understand that stories can be true in different ways I know what Incarnation means	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

Spring 1		
Hinduism Theme: Hindu Beliefs Key questions: How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing/Behaving)	I know and understand the Hindu belief that there is one God with many different aspects. I know what Brahman is and the significance to Hindu faith and belief.	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/ cannot be in everything.
Spring 2		
Christianity Theme: Easter Concept: Salvation Key questions: How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	I know how to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I know the events of Holy Week I know what crucifixion and resurrection means.	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.
Summer 1		
Hinduism Theme: Beliefs and moral values	I know and understand the impact of certain beliefs on a Hindu's life.	I can start to express my own views about life after death.



<p>Key questions: Do beliefs in karma, samsara and moksha help Hindus lead good lives? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is it possible to hold religious beliefs without trying to make the world a better place?</p> <p>(Believing/Behaving)</p>	<p>I know both Christian and Hindu beliefs in life after death.</p> <p>I know the differences these beliefs make to a believer's life.</p>	<p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>
Summer 2		
<p>Christianity Theme: Beliefs and Practices</p> <p>Key questions: What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Believing/Behaving)</p>	<p>I know and understand the Christian belief that one God can be present as 3 persons.</p> <p>I know what the Holy Trinity is.</p>	<p>I can explain how other people may have different aspects to their nature.</p> <p>I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share.</p> <p>I can reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this.</p>

Year 6 RE Curriculum Overview

Autumn 1	Knowledge	Skills
Judaism Theme: Passover Key Questions: How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	I know how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.
Autumn 2		
Christianity Theme: Christmas Concept: Incarnation Key questions: How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	I know the Christian belief in the Virgin Birth I know the significance of this to Christians. I know what Incarnation means	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.
Spring 1		

<p>Christianity and Wider Theme: Beliefs and Meaning Concept: Salvation</p> <p>Key questions: Is anything ever eternal? Should religious people be sad when someone dies?</p> <p>How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</p> <p>(Believing/Behaving)</p>	<p>I know different beliefs about eternity</p> <p>I know understand the Christian perspective on this.</p> <p>I know what Salvation means.</p>	<p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p>
Spring 2		
<p>Christianity Theme: Easter Concept: Gospel</p> <p>Key questions: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life?</p>	<p>I know the influences Christianity still has in the world</p> <p>I know how to evaluate whether it is still a strong religion.</p> <p>I know what Gospel means</p>	<p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>

(Believing/Belonging/Behaving)		
Summer 1		
Islam Theme: Beliefs and moral values Key questions: Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	I know the concept of Jihad can be interpreted differently leading to different actions and consequences. I know what Akhirah means I know what Jihad means.	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.
Summer 2		
As Summer 1	I know that the concept of Jihad can be interpreted differently leading to different actions and consequences. I know what misinterpreted means.	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.