

	Autumn Term We are Explorers, exploring the world around us	Spring Term We are Investigators, investigating the world around us	Summer Term We are creators, creating something new
Little Owls Class EYFS Knowledge	<p style="text-align: center;">R.E: Special People Autumn 1</p> <ol style="list-style-type: none"> Why am I special? My special Family Who is God? Who is Jesus? Why are they special to people? Harvest Festival <p style="text-align: center;">Autumn 2</p> <ol style="list-style-type: none"> Bonfire night What is Diwali? Other beliefs What is Christianity? – visit the church Giving Gratefulness The Christmas story 	<p style="text-align: center;">R.E The World Around Us</p> <p style="text-align: center;">Spring 1</p> <ol style="list-style-type: none"> Celebrating New Year (resolutions) What celebrations are important in Christianity? How do people celebrate? Chinese New Year- The story of the zodiac Valentine’s Day <p style="text-align: center;">Spring 2</p> <ol style="list-style-type: none"> Sings of Spring- New life, the growth of plants and flowers Holi (a Hindu festival)- who celebrates Holi? How do they celebrate? What is Easter and why do we celebrate it? Learn the Easter story and visit the church for our Easter celebration 	<p style="text-align: center;">R.E Caring for our World</p> <p style="text-align: center;">Summer 1</p> <p>Exploring bible stories, what lessons do we learn from these?</p> <ul style="list-style-type: none"> Jonah and the whale, Noah’s Ark, Moses story, Boy who cried wolf Bilal and the Butterfly- A Muslim Story <p style="text-align: center;">Summer 2</p> <ol style="list-style-type: none"> Homes around the world Our world- where is special to you? Special places: Churches, Mosques and synagogues
Skills	<p>ELG</p> <ul style="list-style-type: none"> Begin to know about their own cultures and beliefs and those of other people. Have a developing respect for their own cultures and beliefs. Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines. (Christmas) Learning the meaning of ‘grateful’ 	<p>ELG</p> <ul style="list-style-type: none"> Begin to know about their own cultures and beliefs and those of other people. Have a developing respect for their own cultures and beliefs. Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines. (New Year, Easter, celebrations) 	<p>ELG</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.
Owls Class KS1 Knowledge	<p>Year A: Discovery RE Explore the Gospels: Stories and Celebrations: How are religious stories used to explain how God wants us to be? Explore Bible stories or Geological features that are important in religious stories – ie Rivers, Sea, Mountains – linked to Topic themes. Explore stories from a range of other religions linked to Topic themes Passover – explore the story that is important to Jewish children Explore Jesus as a friend - Was it always easy for Jesus to show friendship?</p> <p>Year B: Understanding Christianity Incarnation Why does Christmas matter to Christians? Explore the Christian Christmas Story Explore a range of celebrations from other faiths and cultures.</p>	<p>Year A: Discovery RE Investigating images, places and artefacts of worship from the past to present Investigating God Christians believe that God is the father, the son and the Holy Spirit – can we use Art to represent this image? How is a God represented in other religions? Can we describe a King? Why do people worship kings? How did kings in the past behave? Can God be compared to a King? How do different religions worship their God - church, synagogue, temple Investigate The Old Testament stories to find out about The Children of Israel (the children of God) The Covenant –why is it important to Jewish people and their commitment to God? Year B: Understanding Christianity Salvation How was Jesus treated as a King on Palm Sunday? The Easter Story How does Jesus death build a bridge between God and Humans Is Shabbat important to Jewish children? Why are Rosh Hashanah and Yom Kippur important to Jewish children?</p>	<p>Year A: Discovery RE Creating a world in which we live together as global citizens Creation How do Christians believe the world was created ? Learn creation stories from other religions?</p> <p>Year B: Understanding Christianity Creating a future How/Why should people to look after the world? – recycling, plastic in the oceans, pollution Creation and Science – conflicting views.</p>
Skills	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> Jesus brings good news for all people. this good news includes being loved by God, and being forgiven for bad things. 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> in one God, and that they find out about God in the Bible. that God is loving, kind, fair, and also Lord and King; and there are some stories in the Bible that show this. • 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God.

	<ul style="list-style-type: none"> Jesus is a friend to the poor and friendless. Jesus' teachings make people think hard about how to live and show them the right way <ul style="list-style-type: none"> Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed 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). <ul style="list-style-type: none"> Advent for Christians is a time for getting ready for Jesus' coming. <p>Deeper Learning: Pupils will know about and explain celebrations from other religions and cultures. Pupils can express their views on whether Jesus is a super star.</p>	<ul style="list-style-type: none"> Christians worship God, and try to live in ways that please him. <ul style="list-style-type: none"> that Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Jesus builds a bridge between God and humans. Jesus rose from the dead, giving people hope of a new life. <p>Deeper Learning: Pupils will name Gods and the Holly books from other religions Pupils will study significant events from other religions and cultures Pupils can express their understanding and views on the Easter Story and whether Jesus can be described as a hero.</p>	<ul style="list-style-type: none"> God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. <p>Deeper Learning: Pupils will know Creation stories from other cultures and faiths Pupils will know the story of Adam and Eve and can relate this to Caring for the world Pupils will know the Story of Noah's Ark and the message of Hope Pupils will know that the Big Bang is a common Scientific theory of creation and can express their own view.</p>
<p>Kestrel Class</p> <p>Knowledge</p>	<p>Year A -C Gospel Discovery RE Explore cultural stories that have a moral - linked to countries/ cultures studied in the Geography topic. Explore how these stories compare with Christian Bible stories, such as the miracles/parables of Jesus, which Christians believe, help them to lead a better life,</p> <p>Lower KS2 Explore the Christian belief that Jesus challenges everyone about how to live and examples for loving God and your neighbour and putting others first can be found in Bible parables and stories and can be compared to similar moral stories found in other religions and beliefs.</p> <p>Upper KS2 Explore through Bible stories and parables, how Christians believe that Jesus shows love and forgiveness to unlikely people and discover how Christians try to be like Jesus and put his teachings into practice. Compare to other cultures and religions studied through Geography.</p> <p>Year B-D Incarnation Understanding Christianity Explore the Holy Trinity and explain its significance to Christians. Compare the trinity with other religions (such as Hinduism where Hindus believe Brahman is everywhere and in everything?)</p> <p>Lower KS2 Explore the Holy trinity and explain the significance to Christians that God is a Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people and the Son sends the Holy Spirit to his followers. Explore the idea of a Holly spirit in other cultures studied during Geography Topic? Explore through the Christmas Story, how Christians believe that Jesus is God's son and the birth of Jesus was God's gift of a messiah and saviour for mankind</p> <p>Upper KS2 Explore how Christians believe that The Holy Spirit is God's power at work in the world Explore the idea of a Holly spirit in other cultures studied during Geography Topic? Jesus birth, life, death and resurrection are part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah who would come to earth, Christians believe that Jesus is the Messiah whereas Jews are still waiting for the messiah.</p>	<p>Year A -C God Discovery RE Investigate how decisions made throughout history have been influenced by religious beliefs and followings of Holly texts. Investigate a range of religions, such as Judaism, Hinduism, Sikhism, Islam or Buddhism and/ or cultures linked to the History topic and explain how rites of passage influence stages of life and how certain behaviours/celebrations/ behaviours demonstrate a commitment to a way of life, higher power or God.</p> <p>Lower KS2 Investigate the Christian belief that People of God try to live in the way God wants, following his commands and worship him and this is comparable to other religions and beliefs.</p> <p>Upper KS2 Investigate that not all Christians agree about what God is like, but try to follow his path, as they see it in the Bible and other Holly books provide a similar guiding path for believers.</p> <p>Year B -D Salvation Understanding Christianity Explore the Christian celebration of Easter and the various events of Holy Week, such as the Last Supper. Explore how Christians remember and celebrate Jesus' last week, death and resurrection. Explore how Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Explore how Christians celebrate Pentecost as the beginning of the Church.</p> <p>Lower KS2 Investigate the sequence of events surrounding Easter and explore the idea of an after- life or Heaven within other religions and beliefs.</p> <p>Upper KS2 Investigate the Christian belief that Jesus' death was 'for us' and interpret this in a variety of ways:</p> <ul style="list-style-type: none"> as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. <p>Understand that Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p>	<p>Year A - C Creation Discovery RE Through the Arts, explore Creation stories and explore the Creation story and science: is it conflicting or complementary. Understand how 'the Fall' helps Christians to make the world a better place? New creation stories can be created!</p> <p>Lower KS2 Understand that Christians believe that human beings are part of God's good creation and they do best when they listen to God unlike Adam and Eve who represent greed Christians argue that the Bible says that God wants to help people to be close to him – he gives them guidelines on good ways to live such as the Ten Commandments and expects them to care for his world. Other religions also teach about caring for the planet and following rules to live harmoniously with tolerance and in peace and these stories can be compared and contrasted.</p> <p>Upper KS2 There is much controversy between the Creation story in Genesis and scientific accounts of the creation of the world and evolution. Explore both views and the views of other religions and beliefs.</p> <p>Year B-D Creation Understanding Christianity We are 'Caretakers of God's creation' Explore how the teachings of other religions such as Buddhism, Sikhism, Islam; help to make the world a better place?</p> <p>Lower KS2 Other religions also teach about caring for the planet and following rules to live harmoniously with tolerance and in peace and these stories can be compared and contrasted. How should we care for God's Creation ?</p> <p>Upper KS2 Children are asked to be stewards or caretakers of God's creation. Investigate examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. Compare this with other religions such as Sikhism and Hinduism and explore how they care for the environment.</p>
	<p>Pupils can explain how Christians:</p> <p>Believe that the Bible is the word of God Believe that the bible provides a moral compass to follow</p>	<p>Pupils can explain how Christians believe that:</p> <p>God is omnipotent, omniscient and eternal. some people do not believe God exists and can say why</p>	<p>Pupils can explain that Christians believe that:</p> <p>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.'</p>

<p>Skills</p>	<p>Believe that God wants them to follow his example and be kind and compassionate and provides examples in Bible stories.</p> <p>Pupils can compare parables from the Bible with moral stories from other cultures and religions.</p> <p>Pupils can explain how Christians:</p> <p>Believe the Trinity is three concepts intertwined. Believe that the Holy Spirit is God living within mankind</p> <p>Pupils can explain how: other cultures and religions have a theme of a Holy Spirit the idea of a Messiah coming to earth has similarities in other religions</p> <p>Deeper Learning: Using this knowledge and understanding of the Gospels and Incarnation, pupils can raise relevant questions in response to their learning and can compare, contrast different religions and analyse different points of view alongside their own beliefs.</p>	<p>God is holy and loving but that he is also angered by sin and injustice. not all Christians agree about what God is like but that all try and follow his teachings as they understand it.</p> <p>throughout History, Christians and people of faith, have responded differently in reaction to social injustice and many of our established practices today are based on Christians attempting overcoming injustice, such as slavery or poverty</p> <p>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.</p> <p>Deeper Learning: God Using their knowledge and understanding, pupils can raise relevant questions in response to their enquiry into the question 'What does it mean if God is holy and loving? Pupils are able to discuss the extent to which forgiveness and reconciliation relate to the issues and problems in the world and in their own lives. They can relate the teachings in the Bible to life and actions of well-known Christians such as Desmond Tutu and Martin Luther King. They can evaluate the way in which some examples of Christian practice reflect the belief that God is loving and Holy.</p> <p>Deeper Learning: Salvation Pupils discuss Jesus' appearances after the resurrection explain the Christian interpretation of this linked to life after death as well as atheist and agnostic responses and expressing their own ideas and opinions.</p>	<p>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. Children 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.</p> <p>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 and can express their own views on what message the story represents.</p> <p>Pupils know that some people don't believe that God made the world and understand that concepts such as The Big Bang and Evolution contradict the creation theory and Adam and Eve.</p> <p>Deeper Learning Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of creation and Fall. Pupils are able to discuss the story of Adam and Eve and explore their own ideas about what this story may have to say about human nature. Pupils can raise relevant questions in response to their enquiry into the question 'Creation and Science; Conflicting or complimentary? They can offer a selection of responses and can express their own views based on the science of evolution.</p>
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