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| RE | Cycle A | | |
| Subject | Autumn | Spring | Summer |
| Rother 1st half | CREATION: F1 Why is the word 'God' so important to Christians? | What makes every single person unique and precious | How can we help others when they need it? |
| Rother 2nd half | INCARNATION: F2 Why do Christians perform nativity plays at Christmas? Picture card 6 | SALVATION: F3 Why do Christians put a cross in an Easter garden? Picture card 23 | How can we care for our wonderful world? |
| Warren 1st half | GOD: 1.1 What do Christians believe God is like? Picture card 24 | Why do Jewish families talk about repentance at New Year? | CREATION: 1.2 Who made the world? |
| Warren 2nd half | INCARNATION: 1.3 Why does Christmas matter to Christians? Picture card 7 | GOSPEL: 1.4 What is the good news that Jesus brings? Picture card 22 | Why is learning to do good deeds so important to Jewish people? |
| Assesment skills in KS1: | <p>Knowledge: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> | <p>Communicate: Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews</p> | <p>Deploy skills: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> |

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| Downlands 1st half | Why do Muslims call Muhammed the Seal of the Prophets? | CREATION: 2a.1 What do Christians learn from the Creation story? Picture card 2 | INCARNATION: 2a.3 What is the Trinity? (greater depth) Picture card 1 |
| Downlands 2nd half | PEOPLE OF GOD: 2a.2 What is it like to follow God? | SALVATION: 1.5 Why does Easter matter to Christians? Picture card 16 | How do Muslims show their submission and obedience |
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| Torberry 1st half | What symbols and stories help Jewish people remember their covenant with God? | Year 4, summer 1: What is the best way for a Jew to show commitment to God? Jews: Western Wall. Picture card 18 | KINGDOM OF GOD: 2a.6 When Jesus left, what was the impact of Pentecost? (with greater depth) |
| Torberry 2nd half | GOSPEL: 2a. 4 What kind of world did Jesus want? (with greater depth) Picture card 4 | SALVATION: 2a.5 Why do Christians call the day Jesus died 'Good Friday'? (with greater depth) Picture card 14 | What is holiness for Jewish people? |
| Beacon 1st half | Year 6, autumn 1: What is the best way for Muslims to show commitment to God? | CREATION: 2b.2 Creation and science: conflicting or complementary? (with greater depth) | How does tawid create a sense of belonging to the muslim community? |
| Beacon 2nd half | KINGDOM OF GOD: 2b.8 What kind of king is Jesus? Picture card 8 | SALVATION: 2b.7 What difference does the Resurrection make for Christians? Picture card 15 | WALK THROUGH THE BIBLE: old testament - people of God |
| Assesment skills in KS2: | <p>Knowledge: Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> | <p>Communicate: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p> | <p>Deploy skills: Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> |

| Cycle B | | |
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| Autumn | Spring | Summer |
| Why is the word God so important to Christians | What makes every single person unique and precious? | How can we help others when they need it? |
| INCARNATION: F2 Why do Christians perform nativity plays at Christmas? Picture card 6 | SALVATION: F3 Why do Christians put a cross in an Easter garden? Picture card 23 | How can we care for our wonderful world? |
| GOD: 1.1 What do Christians believe God is like? (greater depth) | Why is the Torah such a joy for Jewish people? | CREATION: 1.2 Who made the world? (greater depth) |
| INCARNATION: 1.3 Why does Christmas matter to Christians? (greater depth) Picture card 5 | GOSPEL: 1.4 What is the good news that Jesus brings? (greater depth) Picture card 9 | Why do Jewish families say so many prayers and blessings? |
| <p>Knowledge: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> | <p>Communicate: Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews</p> | <p>Deploy skills: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> |

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| How do Muslims show Allah is compassionate? | CREATION: 2a.1 What do Christians learn from the Creation story? (greater depth) | INCARNATION: 2a.3 What is the Trinity? Picture card 3 |
| PEOPLE OF GOD: 2a.2 What is it like to follow God? (greater depth)Picture card 13 | SALVATION: 1.5 Why does Easter matter to Christians? (greater depth) | Year 2, summer 2: Does completing Hajj make a person a better Muslim? Children's Book: Going to Mecca https://www.amazon.co.uk/Going-Mecca-Naima-B-Robert/dp/184780490X |
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| GOSPEL: 2b.5 What would Jesus do? (with greater depth) | What does the Qur'an reveal about Allah and his guidance? | GOD: 2b.1 What does it mean if God is holy and loving? |
| INCARNATION: 2b.4 Was Jesus the Messiah? Picture card 11 | SALVATION: 2b.6 What did Jesus do to save human beings? (with greater depth)Picture card 17 | Can religions help to build a fairer world? Picture card 21 |
| Year 6, summer 2: Does belief in Akhirah (life after death) help Muslims lead good lives? All souls day, Bangladesh Christians: Picture card 20 | CREATION AND FALL: 2a.1 What do Christians learn from the Creation story? (greater depth) | Year 6, spring 1: is anything ever eternal? Pope Francis prays at the security wall, Israel: Picture card 19 |
| WALK THROUGH THE BIBLE: new testament | SALVATION: 2b.7 What difference does the Resurrection make for Christians? (greater depth) Picture card 12 | INCARNATION: 2b.4 Was Jesus the Messiah? (greater depth) |
| <p>Knowledge: Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> | <p>Communicate: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p> | <p>Deploy skills: Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> |