

Religious Education Aims	As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils: • 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 of living, believing and thinking.	
Curriculum links	Cycle A Music – Christmas carols PSHE	Cycle B Music – Christmas carols PSHE
SMSC links	Compassion, Trust, Faith, Love, Respect, Justice, Hope, Courage	
Context	What has been learnt previously: Pupils in EYFS will have looked at: God/Creation - Why is the word 'God' so important to Christians? Incarnation – What can we learn from Old Testament stories? Why do Christmas perform nativity plays at Christmas? What do Christians believe is special about Jesus and the message he brings? Salvation Why do Christians put a cross in an Easter garden? What stories are told by and about people of different faiths and beliefs?	Next steps for learning: Pupils in Years 3 & 4 will learn about: People of God - What is it like to follow God? Incarnation – What is the Trinity? (Core Learning) Sikhi – What is important to Sikh people? Sikhi - How do Sikh people worship and celebrate? Kingdom of God - When Jesus left, what was the impact of Pentecost? Humanism - What is Humanism? Creation/Fall - What do Christians learn from the creation story? Incarnation– What is the Trinity? (Digging Deeper) Gospel – What kind of world did Jesus want? Salvation - Why do Christians call the day Jesus died 'Good Friday'? Hindu Dharma - What do Hindu people believe about God? Hindu Dharma - How do Hindu people worship and celebrate?

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: God What do Christians believe God is like?	Unit: Incarnation Why does Christmas matter to Christians?	Unit: Gospel What is the good news that Jesus brings?	Unit: Humanism What is Humanism?	Unit: Judaism Who is Jewish and what do they believe?	Unit: Judaism Who is Jewish and what do they believe?
By the end of this unit, pupils are expected to be able to: Tell the story of the	By the end of this unit, pupils are expected to:	By the end of this unit, pupils are expected to: Tell stories from the Bible	By the end of this unit, pupils are expected to know that:	By the end of this unit, pupils are expected to: Know about how the	By the end of this unit, pupils are expected to: Retell the story of Chanukah.

Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas	Explain what is special about Jesus' birth. Explain how Christians get ready for Christmas. Explain how Christians celebrate Christmas. Say what they are thankful for.	and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	Explain who Humanists are. Describe what Humanists believe makes us special. Know that the symbol for Humanism is The Happy Human. Know that Humanists chose this as their symbol because being happy is really important. Understand that there are different ways to be happy. Explain the difference between reason and empathy. Know what the golden rule is. Know that Humanists celebrate key moments in their lives. Talk about what happens at a baby's naming ceremony	Mezuzah in the home reminds Jewish people about God. Make links between some Jewish teaching and how Jewish People live. Know that Shabbat is a special day of the week for Jewish people, and can give examples of what Jewish people might do to celebrate Shabbat. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people chose to celebrate in these ways.	Suggest what this story shows Jewish people about God. Explain how Channukah is a special time for Jewish people. Explain why the Synagogue is a special place for Jewish people. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people chose to celebrate in these ways.
Vocabulary: creator God world bible universe Christian	Vocabulary: nativity celebrate Bethlehem gospels advent Christmas	Vocabulary: good news friendship forgiveness peace instructions community sharing thankful	Vocabulary: Humanist happiness consequence fairness empathy responsibility	Vocabulary: Jewish Judaism Synagogue God Torah Shabbat prophet worship prayer	Vocabulary: Passover Hanukkah mitzvah Tzedakah Tikkun Olam belonging

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Creation Who made the world?	Unit: Universal How should we care for others and the world, and why does it matter?	Unit: Salvation Why does Easter matter to Christians?	Unit: Salvation What is the Good News Jesus Brings?	Unit: Islam Who is a Muslim and what do they believe?	Unit: Islam Who is a Muslim and what do they believe?
By the end of this unit, pupils are expected to be able to: Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.	By the end of this unit, pupils are expected to know that: Consider the idea that we all have special gifts we can use to benefit others Understand that each person is unique and important Understand that friendship comes with benefits and responsibilities in the ways in which people care for others Read stories about how some people have been inspired to care for people because of their religious beliefs Look carefully at some texts from different religious scriptures about the ‘Golden Rule’ Explore Genesis and creation stories Understand why looking after the world is important to religious believers	By the end of this unit, pupils are expected to: Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas	By the end of this unit, pupils are expected to know that: Recognise that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	By the end of this unit, pupils are expected to know that: Understand some of the simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out about and respond with ideas to examples of cooperation between people who are different.	By the end of this unit, pupils are expected to: Understand some of the simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out about and respond with ideas to examples of cooperation between people who are different.
Vocabulary: creator God world bible universe Christian	Vocabulary: care unique tzedakah charity creation belief	Vocabulary: incarnation Holy Week worships festival symbol cross crucifix suffering forgiveness lent	Vocabulary: incarnation Holy Week worships festival symbol cross crucifix suffering forgiveness lent	Vocabulary: Allah Muhammad Muslim Ramadan Eid-ul-Fitr Qur’an	Vocabulary: Allah Muhammad Muslim Ramadan Eid-ul-Fitr Qur’an

