

Intent:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Pupils will be able to use simple words and phrases, recognise some religious symbols, recall a simple religious story, identify any personal religious experiences and explain things they find important.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
One	16 weeks	<p>How does a Christian think of God? Read the book of Jonah, the Annunciation, the lost son and Pentecost. Describe some of the beliefs that Christians hold about God – all loving, all powerful, all seeing, forgiving, close to every person. Look at art and recognise some symbols and images used to express ideas about God. Listen to music that expresses ideas about God. Interview a Christian. Respond to the question ‘Where is God?’ through art. Read stories that show Jesus was kind and performed miracles. What does the Bible teach us about how a Christian should live their life? Hear and think about some prayers.</p>	<p>Who is a Christian and what do they believe?</p> <p><i>Talk about the fact that Christians believe in God. They have symbols that are important to them.</i> <i>What do Bible stories tell us about belief in God?</i> <i>Make links between what Jesus did and how Christians act.</i></p>	<p>SMSC Participate positively in music, participate positively in art, interested in others beliefs and religion.</p> <p>Literacy Look at pictures, decoding, reading, talk or write about text/pictures, answer questions, give opinion, listen to an opinion, develop vocabulary, comprehend, write, plan/draft/edit, correct own work, correct others work, act on feedback.</p>
Two	6 weeks	<p>What objects might you find in a Christian’s home and why? What kinds of things would Christian families do during the week? Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches. Find out what Christians do to show their faith in how they help their local community. Find out about some ways in which Christians make a difference in the worldwide community.</p>	<p>What does it mean to be a Christian in Britain today?</p> <p><i>What do Christian families do at home and in church to show their faith?</i> <i>Name things that are good about being a Christian in Britain today and things that are difficult.</i> <i>List similarities and differences in the way different Christians and churches worship. What is it like to be a Christian in Britain today?</i></p>	<p>SMSC Interested in others beliefs and religion, offer reasoned views, socialise with other pupils and other people, visit other communities, volunteer, cooperate with others, knowledge of different religions locally/nationally/internationally.</p> <p>Literacy Look at pictures, decoding, reading, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, comprehend, research, write, correct own work, act on feedback, summarise, use punctuation, correct punctuation, take part in discussion, use new vocabulary.</p> <p>Gatsby The work of Christian charities (4, 5).</p>
	5 or 6 weeks	<p>Explore some of the ways in which religions describe God. Christians - Father, Son and Holy Spirit; Islam - the 99 Names of Allah; Hindu the Trimurti, Brahma, Vishnu, Shiva. Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God. Explore how ideas about God are shown in stories/narratives: Moses and the Burning Bush, Jonah, Baptism of</p>	<p>What do different people believe about God?</p> <p><i>What do Christians, Hindus and Muslims believe about God?</i> <i>How do different religions describe God?</i> <i>What are the similarities and differences between what God looks like in different religions?</i> <i>From what you know and looking</i></p>	<p>SMSC Participate positively in art, interested in others beliefs and religion.</p> <p>Literacy Look at pictures, reading, talk or write about text/pictures, ask questions, answer questions, give opinion, listen to an opinion, develop vocabulary, comprehend, infer information, research, write, act upon feedback.</p>

		Jesus, Pentecost and Paul's conversion. Hindu texts which describe the indescribable , concrete metaphors from Bhagavad Gita or the poem 'Who?' by Sri Aurobindo). Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power, the revelation of the Qur'an to Muhammad and the story of Muhammad's night journey and ascension .	at artwork, what do you think God looks like?	
Three	3 weeks	What is in the Bible? What does it tell us? Creation, the fall, incarnation, salvation. Creation – act out, produce a dance, produce artwork. Explore what God is like – powerful, creative, good, etc. Why do people sometimes do bad things? How is a Christian forgiven for doing something bad?	Why is the Bible important for Christians today? How does the Bible inspire Christians? What do Christians believe about creation, the fall and the salvation? Why do humans do bad things and how can they make it right? What does the Bible tell us?	SMSC Participate positively in art and sport. Literacy Role play.
	3 weeks	What makes a person inspirational? Why was Jesus inspirational? How do Christians celebrate Easter ? What are pupils' most important values ? What are a Christian's most important values? Compare for similarities and differences.	Why is Jesus inspiring to some people? What is a good way to treat others? Why is Jesus inspiring? Why is Easter important? What are Christian values?	SMSC Interested in other's beliefs and religions, accept British Values, engage in British Values, show tolerance for those with different faiths and beliefs, contribute positively to life in modern Britain, participate positively in art, knowledge of different religions locally/nationally/internationally. Literacy Decoding, reading, using a dictionary, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, take notes, summarise.
	3 weeks	How many people in the world believe in God? What is an Atheist ? What is a Theist ? What is an Agnostic ?	Why do some people believe God exists? What is a Theist, Atheist and Agnostic? Explain each of the terms above. Why do Christians all have their own idea about what God is like?	SMSC Explain own beliefs, interested in others beliefs. Literacy Listen to an opinion, research, write, plan/draft/edit, present work, correct own work, correct others work, act on feedback, use punctuation, correct punctuation, take part in discussion, use new vocabulary, present information and opinions.
	3 weeks	What are some key messages of Jesus? Love, forgiveness, justice, fairness, generosity, not being greedy and how to handle wealth . Pupils are presented with some moral dilemmas and asked 'what would Jesus do?'	What would Jesus do? What are your values? What are Christian values? Read two of Jesus parables, what do they tell us? Why do people follow Jesus?	SMSC Investigating moral and ethical dilemmas. Literacy Role play. Numeracy Functional skills/budgeting/how to handle wealth. Gatsby Looking at entrepreneurs and how they accumulate and handle wealth. (2, 4, 5, 8).

Intended impact:
Pupils will have a developing confidence in recognising different symbols and artefacts. They will start to question and recall why they are important. They will share their knowledge, thoughts and feelings with their peers and staff. Some pupils will begin to draw similarities and differences between religions.