

RE Overview

<p>Block 1 EYFS - Christianity - What is Christianity? Y1 - Christianity: Does God want Christians to look after the world? Y2 - Christianity: Is it possible to be kind to everyone all the time? Y3 - Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Y4 - Islam: How special is Allah to Muslims? Y5 - Hinduism: What is the best way for a Hindu to show commitment to God? Y6 - Islam: What is the best way for a Muslim to show commitment to God?</p>	<p>Block 2 EYFS - Hinduism: Diwali and Christianity: The Nativity Y1 - Christianity: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Y2 - Christianity: Why do Christians believe God gave Jesus to the world? Y3- Christianity: Has Christmas lost its true meaning? Y4 - Christianity: What is the most significant part of the nativity story for Christians today? Y5 - Christianity: Is the Christmas story true? Y6 - Christianity: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Block 3 EYFS - Hinduism: Holi Y1 - Christianity: Was it always easy for Jesus to show friendship? Y2 - Judaism: How important is it for Jewish people to do what God asks them to do? Y3 - Christianity: Could Jesus heal people? Were these miracles or is there some other explanation? Y4- Islam: How important is the prophet Muhammed to Muslims? Y5 - Hinduism: How can Brahman be everywhere and in everything? Y6 - Christianity: Is anything ever eternal?</p>
<p>Block 4 EYFS - Christianity: Easter Y1 - Christianity: Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday? Y2 - Christianity: How important is it to Christians that Jesus came back to life after his crucifixion? Y3- Christianity: What is 'good' about Good Friday? Y4- Christianity: Is forgiveness always possible for Christians? Y5- Christianity: How significant is it for Christians to believe God intended Jesus to die? Y6- Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p>Block 5 EYFS - Y1 - Judaism: Is Shabbat important to Jewish children? Y2 - Judaism: How special is the relationship Jews have with God? Y3- Hinduism: How can Brahman be everywhere and in everything? Y4- Islam: How does the Qur'an influence Muslims today? Y5- Hinduism: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Y6- Islam: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Block 6 EYFS - Y1 - Judaism: Are Rosh Hashanah and Yom Kippur important to Jewish children? Y2 - Judaism: What is the best way for a Jew to show commitment to God? Y3 - Hinduism: Would visiting the River Ganges feel special to a non-Hindu? Y4 - Christianity: Do people need to go to church to show they are Christians? Y5 - Christianity: What is the best way for a Christian to show commitment to God? Y6 - Islam: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>

Understanding the World: People, culture and communities.

Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
	<ul style="list-style-type: none"> • I understand that not everyone celebrates the same festivals, but know that how we celebrate is similar (e.g. special foods, decorations, music, special clothes, gifts) • I can take an interest in and comment on unknown objects, exploring their textures, mass, colour, moving parts etc. (Religious artefacts) • I know that people have different beliefs and traditions that affect their lives. • I know that there is a link between stories and festivals (Diwali and The Story of Light, The Nativity Story). <p>Vocabulary: festival, celebrate, food, decoration, music, special clothes, gifts, artefact, belief, tradition, story, Diwali, Nativity Story,</p>	<ul style="list-style-type: none"> • I know that there is a link between stories and festivals (Chinese New Year - The Great Race).
Block 4: All Creatures Great and Small	Block 5: Home Sweet Home	Block 6: My Wonderful World
<ul style="list-style-type: none"> • I know that there is a link between stories and festivals (The Easter Story) <p>Vocabulary: Christian, Jesus, Easter, cross, life, festival, celebrate, church, Bible</p>		

RE- Year 1 (1 Hour Lesson a week)		
<p>Block 1 Subject/Conceptual knowledge/skills: Christianity Concepts: God, Belief.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can say how it felt to make something. • I can remember the Christian Creation story and talk about it. • I can express an opinion about the Christian belief about creation <p>Vocabulary: God, Creation, creator, Genesis, stewards, responsibility.</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Christianity Concepts: Belief, Incarnation.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can talk about a gift that is special to me. • I can remember some of the Christmas story. • I can suggest a gift I would give to Jesus. <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Men, Star, Gifts, King, Gold, Frankincense, Myrrh, Symbol.</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Christianity Concepts: Belief, Morals and Values.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend. <p>Vocabulary: Friendship, Forgiveness, Gentile.</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Christianity Concepts: Belief, Salvation, God.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary: Palm Sunday, King, Messiah, Rescuer, Cross, Resurrection.</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Christianity Concepts: Traditions, Commitment.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary: Synagogue, Shabbat, Sabbath, Challah bread, Kippah, Torah.</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Judaism Concepts: Tradition, Worship, Belief.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can say how it feels to say sorry and what I have to say sorry for. • I can tell you something that either Rosh Hashanah or Yam Kippur is about. • 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>Vocabulary: Rosh Hashanah, Yom Kippur, Forgiveness, Reflection, Rabbi, Shofar,</p>

Year 2 (1 Hour Lesson a week)

<p>Block 1 Subject/Conceptual knowledge/skills: Christianity Concepts: Belief, Morals and Values.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can tell you when I have been kind to others even when it was difficult. • I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. • I can say if I think Christians should be kind and give a reason. <p>Vocabulary:</p> <p>Samaritan, Commandment, Kindness, Compassion.</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Christianity Concepts: Incarnation, God, Belief.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary:</p> <p>Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Saviour, Rescuer, Agape.</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Christianity Concepts: Traditions, Commitment, Worship.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can talk about why I do as some people ask but not others • I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. • I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. <p>Vocabulary:</p> <p>Passover, Covenant, Exodus, Egypt, Moses, Remembrance, Sedar Meal.</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Christianity Concepts: Salvation, Belief, God.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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 • I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. <p>Vocabulary:</p> <p>Salvation, Rescuer, Resurrection, Good Friday, Easter Sunday, Cross, Crucifixion, Heaven,</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Judaism Concepts: Belief, Commitment, Worship, Tradition.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain why agreements are important and why they should be kept. • I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. • I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. <p>Vocabulary:</p> <p>Covenant, Relationship, Promises, Mezuzah,</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Judaism Concepts: Commitment, Tradition, Worship.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. • I can talk about one of the ways Jews show commitment to God. • I can talk about a way that Jews show commitment to God and say why this might be important. <p>Vocabulary:</p> <p>Commitment, Synagogue, Bar Mitzvah, Bat Mitzvah, Mitzvoth, Tu B'Shevat</p>

RE- Year 3 (1 Hour Lesson a week)

<p>Block 1 Subject/Conceptual knowledge/skills: Hinduism Concepts: Moral and Values, Belief, Tradition.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can tell you three important actions I could take to support a group I belong to. • I can discuss my understanding of my group's symbol. • I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. • I can start to say why Diwali might bring a sense of belonging to Hindus. <p>Vocabulary: Rama, Sita, Divali, Rangoli, Diva Lamps, Puja Tray</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Christianity Concepts: Incarnation, God, Belief.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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 <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Shepherds, Star, Meaning.</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Christianity Concepts: Belief.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary: Miracle, Healing, Power, Explanation, Divine.</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Christianity Concepts: Salvation, Belief, God.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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>Vocabulary: Holy Week, Last Supper, Communion, Good Friday, Salvation, Gospel (Good News), Crucifixion, Resurrection.</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Hinduism. Concepts: God, Belief, Incarnation.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain some of the different roles I play whilst still being me. • I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. • I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus <p>Vocabulary: Brahman, Deities, Brahma, Vishnu, Shiva, Trimurti, Ganesha, Lakshmi</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Hinduism Concepts: Tradition, Worship, Commitment.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain why water is important. • I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. • I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. <p>Vocabulary: River Ganges, Sacred, Cleansing, Pilgrimage, Life Cycle</p>
RE- Year 4 (1 Hour Lesson a week)		
<p>Block 1 Subject/Conceptual knowledge/skills: Islam</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Christianity</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Islam</p>

<p>Concepts: God, Belief, Worship.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> I can tell you how I demonstrate my respect for other people. I can describe some of the names of Allah and some of the ways Muslims might show respect to Allah. I can start to see similarities between ways I show respect and some of the ways Muslims show respect to Allah. <p>Vocabulary:</p> <p>Islam, Muslim, Allah, Qur'an, Attributes, 99 Names</p>	<p>Concepts: Incarnation, God, Belief.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> 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. I can ask questions about what Christmas means to Christians and compare this with what it means to me. (Block 2) <p>Vocabulary:</p> <p>Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Symbolism, Significance, Christingle (God's Light), Incarnation</p>	<p>Concepts: Belief.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> I can explain who is special to me and why. I can identify what I feel might be the most important parts of the life of Muhammed to a Muslim. I can explain my reasons for choosing certain facts about Muhammed's life over others. <p>Vocabulary:</p> <p>Prophet, Muhammed, 5 Pillars,</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Christianity Concepts: Salvation, Belief, God.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness. <p>Vocabulary:</p> <p>Holy Week, Crucifixion, Resurrection, Forgiveness, Sin, Sacrifice, Rescue, Salvation.</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Islam Concepts: Belief, Worship.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> I can explain something I have learnt from a book that has helped me. I can explain why the Qur'an is important to Muslims and some actions they take to show this. I can consider some actions a Muslim could take to follow the teachings in the Qur'an. <p>Vocabulary:</p> <p>Qur'an, Allah, Arabic, Respect</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Christianity Concepts: Commitment, Tradition, Worship.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> 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. <p>Vocabulary:</p> <p>Church, Sacraments, rituals, Holy Communion, Eucharist, Worship, Prayer.</p>
<p>RE- Year 5 (1 Hour Lesson a week)</p>		
<p>Block 1 Subject/Conceptual knowledge/skills: Hinduism Concepts: Commitment, Worship.</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Christianity Concepts: Incarnation, God, Belief.</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Hinduism Concepts: God, Belief. Morals and Values.</p>

<p>LEAPS:</p> <ul style="list-style-type: none"> 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 I express why I think Hindus might choose different ways to show commitment to God <p>Vocabulary:</p> <p>Worship, Puja, Gayatri Mantra, Vedas, Purusharthas, Dharma</p>	<p>LEAPS:</p> <ul style="list-style-type: none"> 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. <p>Vocabulary:</p> <p>Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Incarnation, Eyewitness, Account, Truth.</p>	<p>LEAPS:</p> <ul style="list-style-type: none"> I can describe some of the characteristics that make 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. I can express my understanding of how Brahman can/cannot be in everything <p>Vocabulary:</p> <p>Atman, Trimurti, Brahma, Vishnu, Shiva</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Christianity Concepts: Salvation, Belief, God.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> 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. <p>Vocabulary:</p> <p>Holy Week, Crucifixion, Resurrection, Incarnation, Plan, Purpose, Salvation.</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Hinduism Concepts: Belief, Moral and Values.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death I can express my own views about Hindu beliefs and whether they make sense to me or not. <p>Vocabulary:</p> <p>Karma, Samsara, Moksha, Sadhu.</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Christianity Concepts: Commitment, Tradition, Worship.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God I can explain why I think some ways of showing commitment to God would be better than others for Christians. <p>Vocabulary:</p> <p>Commitment, Commandments, Old Testament, New Testament. Prayer, Baptism, Worship, Communion, Gifts of the Spirit.</p>
<p>RE- Year 6 (1 Hour Lesson a week)</p>		
<p>Block 1 Subject/Conceptual knowledge/skills: Islam Concepts: Commitment, Belief, Tradition, Worship.</p> <p>LEAPS:</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Christianity Concepts: Incarnation, God, Belief, Tradition.</p> <p>LEAPS:</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Christianity Concepts: Belief, Morals and Values.</p> <p>LEAPS:</p>

<ul style="list-style-type: none"> • I can show an understanding of why people show commitment in different ways. • 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. • I can think of some ways of showing commitment to God that would be better than others for Muslims. <p>Vocabulary: Allah, Commitment, Pillars, Shahadah, Salat, Zakat, Fasting, Hajj, Ramadan, Qur'an</p>	<ul style="list-style-type: none"> • I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not. • I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. • I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus. <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Incarnation, Celebration, Tradition, Salvation, Divinity</p>	<ul style="list-style-type: none"> • I can express the feelings I have when I think about situations or things I would like to last forever. • I can make links between different Christian beliefs and their views on whether anything is ever eternal. • I can reflect on my own beliefs about whether anything is eternal. <p>Vocabulary: Eternity, Everlasting, Forever, Unconditional, Agape, Heaven.</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Christianity Concepts: Salvation, Belief, God, Tradition.</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain how the influence people have had on me has affected what I see as important. • I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. • I can give my opinion as to whether Christianity is a strong religion now and say why I think this. <p>Vocabulary: Festivals, Symbolism, Impact, Motivation, Mother's Day, Harvest, Ichthys.</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Islam Concepts: Belief, Morals and Values</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary: Allah, Judgement, Akhirah, Afterlife, Effort, Jihad.</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Islam Concepts: Belief, Morals and Values</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary: Allah, Judgement, Akhirah, Afterlife, Effort, Jihad, Interpretation, Holy War, Just War.</p>