

Withnell Fold Primary School



RE 2024-2025 Year A

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Harvest Festival Christmas / Nativity Diwali St Andrews Day		St Patrick's / St David's Day Chinese New Year & The Chinese Zodiac	Easter traditions/stories Saint George's Day	Weddings, christenings, baptism,	Eid al Mubalah
Foundation Stage - Why do we celebrate? What times are special for different people and why?					
<u>Autumn</u>	Early Learning Goal People Culture and Communities Children at the expected level of development will: 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. By the end of the unit children will also be able to: Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Harvest/ Diwali and Eid. Say why festivals are special times for believers of different faiths. Celebration invitation Diwali Christmas Eid Harvest Muslim Hindu, Mary, Joseph, Shepherd, Angel, Magi, donkey, camel, sheep, Jesus, gift , Diva lamp, Christian, Christianity, Hinduism, Islam, Special, Family, Ramadan, Religion, Fasting, , Rangoli				

Spring

Early Learning Goal

People Culture and Communities

Children at the expected level of development will:

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.

By the end of the unit children will also be able to:

Talk about/ recall some religious stories e.g. through role play, art, model making.

Share features of a story that they like and explain why.

Identify a sacred text e.g. Bible, Qur'an.

Identify that the Bible and Qur'an are special

Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, Qur'an, God, Allah, Jesus, trust, brave, strong, weak, thankful, shepherd, leper, heal, message/messenger, Muhammed (pbuh)

Summer 1

Early Learning Goal

People Culture and Communities

Children at the expected level of development will:

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.

By the end of the unit children will also be able to:

Talk about the wonders of the natural world.

Express ideas about how to care for animals and plants

Re tell stories to explain Christian and Muslim ideas about Creation and the natural world.

Talk about ways in which people can harm the natural world

Talk about ways in which people can look after the natural world.

Christian, Muslim, nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique

<u>Summer 2</u>	Early Learning Goal People Culture and Communities Children at the expected level of development will: 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. By the end of the unit children will also be able to: Talk about their special place and explain why it is special. Be aware that some Christians, Muslims and Hindus have places that are special to them. Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple/mandir is a holy place for a Hindu. Identify some significant features/ objects found inside and outside a church or mosque. Identify new vocabulary. Talk about some of the things Christians and Muslims do when they are visiting a church, mosque or mandir Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, namaste, aum
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Year 1 – What do people say about God?				
Autumn 1 Christianity (God) Why do Christians say that God is a ‘Father’?	Children will: * know that Christians refer to God as ‘Father’ * talk about why Christians might compare God to a loving parent * talk about how and why Christians might want to talk to God * suggest symbolic meanings of rituals and items used in Christian prayer * talk about the importance of love in families * talk about the ways in which they are cared for and supported by family members * reflect on their own within the family * discuss who they can to when they are			
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal
	Parent Relationship Lord’s prayer Father family Love Sin parable candle rosary beads symbol ritual			
Autumn 2 Christianity (Jesus)	Children will: * know a simple version of the nativity story. * Identify religious aspects of Christmas celebrations * Consider how and why babies might be special * Talk about their own beginnings and how they were			

Why is Jesus special to Christians?	<table><tr><td>* Talk about why Christians would say that Jesus is a Special baby</td><td>*Talk about why Christmas is a special time for Christians</td><td>– and why they need love and care.</td><td>welcomed into the family.</td></tr><tr><td>* Talk about how different characters in the nativity welcome</td><td></td><td>* Talk about the importance of looking after those who cannot help themselves</td><td>* Reflect on who has helped them in life so far.</td></tr><tr><td>Welcome the Baby Jesus</td><td></td><td></td><td></td></tr><tr><td>Beliefs and values</td><td>Living religious traditions</td><td>Shared human experience</td><td>Search for personal meaning</td></tr></table>	* Talk about why Christians would say that Jesus is a Special baby	*Talk about why Christmas is a special time for Christians	– and why they need love and care.	welcomed into the family.	* Talk about how different characters in the nativity welcome		* Talk about the importance of looking after those who cannot help themselves	* Reflect on who has helped them in life so far.	Welcome the Baby Jesus				Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning				
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Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning																		
	Nativity	Gift	Incarnation	Family	Present																

<u>Spring 1</u> Islam How might beliefs about creation affect the way people treat the world?	<table><tr><td colspan="4">Children will:</td></tr><tr><td>* know that Muslims believe in one God (Allah)</td><td>* know that Islam teaches that humans should be caretakers(stewards/Khalifahs) of the planet</td><td>* Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</td><td>* Reflect on how they treat the natural world – and if they have a duty to look after it</td></tr><tr><td>*know that Muslims believe the world was created by God</td><td>*Suggest how Muslims might show respect for God by caring for the natural world</td><td></td><td></td></tr><tr><td>*Talk about why Muslims might value the natural world</td><td></td><td></td><td></td></tr><tr><td>Beliefs and values</td><td>Living religious traditions</td><td>Shared human experience</td><td>Search for personal meaning</td></tr></table>	Children will:				* know that Muslims believe in one God (Allah)	* know that Islam teaches that humans should be caretakers(stewards/Khalifahs) of the planet	* Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it	* Reflect on how they treat the natural world – and if they have a duty to look after it	*know that Muslims believe the world was created by God	*Suggest how Muslims might show respect for God by caring for the natural world			*Talk about why Muslims might value the natural world				Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning				
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	Muslim	Allah	Creator	Creation	Prophet	Muhammed(pbuh)	Caretaker	Khalifah	Environment	pollution	rubbish	leader													

<u>Spring 2</u> Judaism Why might some people put their trust in God?	<table><tr><td colspan="4">Children will:</td></tr><tr><td>•Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)</td><td>•Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)</td><td>•Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)</td><td>•Ask questions (about the importance of trust and who they can trust/rely on in their own lives)</td></tr><tr><td>•Give an example of a core value or commitment</td><td>•Talk about the way that religious beliefs might influence the way a person</td><td></td><td></td></tr></table>	Children will:				•Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)	•Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)	•Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)	•Ask questions (about the importance of trust and who they can trust/rely on in their own lives)	•Give an example of a core value or commitment	•Talk about the way that religious beliefs might influence the way a person						
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Nativity Gift Incarnation Family Present

Muslim Allah Creator Creation Prophet Muhammed(pbuh) Caretaker Khalifah Environment pollution rubbish leader

	(trusting that God will keep his promise) Beliefs and values	behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) Living religious traditions	• Notice that for many people, trust is an important part of human life Shared human experience	Search for personal meaning	
	Jewish Noah flood Sukkot Rainbow promise trust festival Abraham Sukkah				
Summer 1 Hindu Dharma What do Hindus believe about God?	• know that Hindus believe in one God in many forms • know that Hindus believe that God is present in all living things • suggest what Hindus might learn about God from the story of the blind men and the elephant Beliefs and values	• talk about how and why Hindus might use statues and images (murtis) in their worship • suggest symbolic meanings expressed in the images Living religious traditions	• talk about the different ways that people can be seen and described • consider how people might have multiple roles Shared human experience	• reflect on how others might see them • talk about the different roles that they might have (friend, child, brother/sister etc.) Search for personal meaning	
	Hindu Brahman Deity Trimurti (Shiva, Vishnu and Brahma) murti shrine God				
Summer 2 Christianity (The Church) How might some people show that they ‘belong’ to God?	• know that some Christians welcome babies into the God’s family (the Church) with baptism ceremonies • talk about what it might mean to belong to the Church family Beliefs and values	• identify features of baptism – eg. the font, candles, godparents • talk about why parents might want to have their child baptised Living religious traditions	• talk about what is means to belong to a family • talk about the role of families in raising children Shared human experience	• talk about their own identity as part of a family and part of the school community Search for personal meaning	
	Church baptism / baptised family font cross candle godparent				

Year 3– Who should we follow?

Autumn 1 Christianity (God) How (and why) have some people served God?	* know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) * identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) * suggest why these prophets chose to listen to and follow God * identify Christians who might be described as people who listened to and followed God * describe how and why some Christians might devote their lives to serving God * talk about what is meant by a sense of vocation * identify inspirational people/role models for the world today * describe the qualities that inspirational people might have * discuss who makes a good role model and why * raise and discuss questions about following others – including both positive and negative responses Beliefs and values Living religious traditions Shared human experience Search for personal meaning	
Prophets Old Testament Noah Abraham Moses Role model		
Autumn 2 Sikhism Why are the Gurus important to Sikhs?	* Develop an understanding of the importance of founders and leaders for religious communities * Identify Sikh beliefs and values contained within the stories of the lives of the Gurus * Describe how and why the Guru Granth Sahib is treated with great respect * Suggest how and why Sikhs might show commitment to their faith * Identify people and ideas that inspire commitment * Discuss the different ways that people might show that they are committed * Reflect on their own commitments and the impact that these have on their lives * Ask questions about the value of having commitments Beliefs and values Living religious traditions Shared human experience Search for personal meaning	
Guru Nanak Guru Gobind Singh Guru Granth Sahi Guru Gurdwara inspiring role models respect commitment		
Spring 1 Christianity (Jesus)		

What does it mean to be a disciple of Jesus?	* know what is meant by discipleship * know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus * identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) Beliefs and values	* describe how and why Christians might try to follow the example of Jesus through mission and charity work * describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs Living religious traditions	* talk about what it means to have charisma * describe what makes a good leader and why people might want to follow him/her * discuss what motivates people to want to make a difference Shared human experience	* reflect on their own leadership abilities * discuss their own desires to make a difference in the world/in their communities Search for personal meaning	Follower Light of the world Messiah charisma discipleship charity leader
Spring 2 Christianity (The Church) What do Christians mean by the 'Holy Spirit'?	• know what Christians mean by the Holy Spirit • suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities • identify Christian values exemplified in the gifts/fruits of the Spirit Beliefs and values	• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • describe how and why Pentecost is celebrated • describe why some Christians might take part in a procession of witness Living religious traditions	• describe aspects of being human that we should be proud of • discuss what it means to be a successful human – and the different measures of success that might be applied Shared human experience	• discuss their own sense of value and what is good/unique about being them • reflect on the people that they value in their lives – and how they show their appreciation Search for personal meaning	Holy Spirit Pentecost Apostle Whitsuntide Fruits of the spirit Christian values successful
Summer 1 Islam Why is the Prophet Muhammed (pbuh) an example for Muslims?					

	*Develop an understanding of the importance of founders and leaders for religious communities *Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) *Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)	*Describe and give reasons for the Islamic practice of Zakat * Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable.	*Identify characteristics of a good role model *Discuss how good role models can have a positive impact on individuals, communities and societies.	*Reflect on their own aspirations for themselves and others *Ask questions and suggest answers about how they can try to make the world a better place.	
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	
	Zakat 5 pillars of Islam Founder Believer Leader Prophet Muhammed Role model Aspiration				

<u>Summer 2</u> Hindu Dharma Why is family an important part of Hindu life?	• develop an understanding of the importance of duty and commitment to many religions • know that following dharma (religious duty) is an important part of Hindu life • suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family	• describe how and why Hindus might celebrate Raksha Bandhan • identify aspects of the celebration which remind Hindus of their dharma • identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)	• identify sources of authority and inspiration • consider what our ‘duties’ as human beings are	• reflect on their own duties – to themselves, to their families, to their communities • discuss who or what they follow – and why	
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	
	Sense of duty dharma Rama Sita King Dasharatha Lakshman Hanuman Raksha Bandha devotion authority				

Year 5– Where can we find guidance about how to live our lives?

<u>Autumn 1</u> Hindu Dharma What might Hindus learn from stories about Krishna?	• make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty • explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus • explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer	• describe and explain a variety of ways that Hindus might celebrate the festival of Holi • suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate • explain how Holi celebrations might express Hindu beliefs about equality	• explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions • consider the different ways that myth and stories are and used • explain how a 'truth' might be contained within a story	• consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) • discuss and debate things that they consider to be true that others might disagree with
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Brahman, Vishnu, Avatar (especially Krishna), Scripture (Brahman) Vishnu protector, preserver, Diwali, Rama Sita				
<u>Autumn 2</u> Christianity (God) Why is it sometimes difficult to do the right thing?	• describe Christian beliefs about sin and forgiveness • describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God • suggest different ways that this story might be understood by Christians	• describe and explain how and why Christians might use the Lord's Prayer • analyse and interpret the Lord's Prayer – and what guidance it provides for Christians • suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations	• consider the different ways that myth and stories are and used • explain how a 'truth' might be contained within a story	• consider how they decide what is 'true' – and how there might be different types of truth • discuss and debate things that they consider to be true that others might disagree with
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
The Fall, Original Sin, Free Will, forgiveness reconciliation. prayers of penance, confession, baptism, sin, temptation, greed, selfish, literal, metaphorical				

Spring 1 Islam Why is the Qur'an so important to Muslims?	<table><tr><td> • explore Islamic beliefs about the Qur'an as the word of God • explain how and why the Qur'an is a source of guidance for life for a Muslim • explain the impact of believing that the Qur'an is divine revelation • describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets </td><td> • explain how and why Muslims might commemorate the Night of Power • describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God • explain how the teachings of the Qur'an might influence the actions and choices of a Muslim </td><td> • discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • suggest when and why people might want guidance about how to live </td><td> • discuss who or what has guided them in their own beliefs, values and commitments • reflect on what 'ultimate authority' might mean for them </td></tr><tr><td>Beliefs and values</td><td>Living religious traditions</td><td>Shared human experience</td><td>Search for personal meaning</td></tr></table> Wisdom, authority, night of power (Laylat Ul-Qadr), Ultimate authority	• explore Islamic beliefs about the Qur'an as the word of God • explain how and why the Qur'an is a source of guidance for life for a Muslim • explain the impact of believing that the Qur'an is divine revelation • describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets	• explain how and why Muslims might commemorate the Night of Power • describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God • explain how the teachings of the Qur'an might influence the actions and choices of a Muslim	• discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • suggest when and why people might want guidance about how to live	• discuss who or what has guided them in their own beliefs, values and commitments • reflect on what 'ultimate authority' might mean for them	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	
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Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning							
Spring 2 Christianity (Jesus) What do we mean by a miracle?	<table><tr><td> • describe Christian beliefs about miracles as 'signs' of the divinity of Jesus • retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus </td><td> • describe why some Christians might go on pilgrimage to places associated with miraculous events • explain the impact that belief in miracles and the power of prayer might have on a Christian </td><td> • explain the difference between fact, opinion and belief • consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God </td><td> • discuss their own beliefs – is there anything that they accept as truth which others may not agree with? • reflect on how they make decisions about what is/is not true </td></tr><tr><td>Beliefs and values</td><td>Living religious traditions</td><td>Shared human experience</td><td>Search for personal meaning</td></tr></table> Fully human, fully divine, incarnation, miracle, faith, resurrection, pilgrimage, incarnate	• describe Christian beliefs about miracles as 'signs' of the divinity of Jesus • retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus	• describe why some Christians might go on pilgrimage to places associated with miraculous events • explain the impact that belief in miracles and the power of prayer might have on a Christian	• explain the difference between fact, opinion and belief • consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God	• discuss their own beliefs – is there anything that they accept as truth which others may not agree with? • reflect on how they make decisions about what is/is not true	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	
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Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning							

<u>Summer 1</u> Christianity (The Church) How do people decide what to believe?	• describe what Christians mean when they talk about one God in Trinity • identify the beliefs contained within the Apostle's Creed • explain why the Christian community (The Church) might want/need an agreed statement of belief	• describe and explain the meaning of a range of symbols that might be used for the Trinity • explain how symbols might unite the worldwide Christian Church • describe the role of places like Taizé where Christians from different backgrounds might come together to worship	• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life • discuss different responses to sources of authority	• raise meaningful questions about things that puzzle them • differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values	
<u>Summer 2</u> Judaism Do people need laws to guide them	• Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity	• Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle within t • Interpret the deeper meaning of symbolism – contained in stories, images and actions	• Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities	• Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance	Torah, Moses, scribe, 5 books of Law, Yad, Rabbi, Bimah, Ark, scroll, synagogue, covenant, commandment, Mantle, Hebrew
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	Apostles' creed, Trinity, diversity, denomination, ecumenical, creed
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	