

Branton St-Wilfrid's CofE Primary - Whole school map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TOPICS Doncaster Sacra Questions must also be covered in Worship/ Class Assembly.	<ul style="list-style-type: none"> • GOD (PEOPLE OF GOD LKS2) • CREATION (CREATION AND FALL LKS2) • INCARNATION <p align="right">Autumn Term sustansive knowledge</p>						
	<ul style="list-style-type: none"> • GOSPEL • SALVATION <p align="right">Spring Term sustansive knowledge</p>						
	<ul style="list-style-type: none"> • KINGDOM OF GOD (KS2) • DISCOVERY RE SCHEME ANOTHER FAITH <p align="right">Summer Term disciplinary knowledge</p>						

Programmes of study

PLEASE NOTE THAT SOME O'TRACK OBJECTIVES WILL COVER CLASS WORSHIP, CLASS ASSEMBLY, CLASS DISCUSSION AND CHRISTIAN VALUES OF THE SCHOOL AND HARVEST FESTIVAL.


KIRSTY RIGG OR FATHER ANDREW WILL LEAD AN OLD TESTAMENT WORKSHOP FOR UKS2

Disciplinary Knowledge

Intent

Our RE curriculum is designed to be **inclusive, diverse, and reflective** of the multicultural society in which we live. From our Church of England foundations, we aim to provide our pupils with a broad education that encompasses a range of religions and worldviews. Our curriculum celebrates diversity and explores the beliefs and practices of different faith communities. It is designed to equip our pupils with the knowledge, skills, and attitudes they need to be active and informed members of a diverse society and to promote **respect, tolerance,** and understanding towards all individuals and communities. In Religious Education we encourage children to discuss their views and use theological vocabulary and concepts through discussion of gospel texts.

<p>GOD – Autumn 1 (Sept-Oct)</p> <p>On the visit to the cathedral</p> <p>What makes some places sacred? If God is everywhere, why go to a place of worship?</p>	<p>RECEPTION ELG People and communities and The world. Similarities and differences Describe, observe, discussion, facts, Differences and similarities of cultural communities, compare to their own life 3 and 4yr olds Develop sense of community and responsibility. Develop positive attitudes about people. Reception age See themselves as individuals Think about perspectives Talk about family and community Recognise that people have different beliefs and celebrate special times in different ways ELG Show sensitivity to others Know some similarities and differences in religious and cultural communities in this country drawing on experiences</p>	<p>YEAR 1 Who is a Christian and what do they believe?</p> <p>Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? Strand A and F</p> <p>Vocabulary Explore Create World Earth GOD Planet Earth</p>	<p>YEAR 2 Who is a Christian and what do they believe?</p> <p>1.1 What do Christians believe God is like? OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Tell the key points of the story of Jonah from the Bible and recognise a link with the concept of God. Give clear, simple accounts of what the text means to Christians. Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh. Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in</p>	<p>YEAR 3 What do different people believe about God?</p> <p>Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>YEAR 4 What do different people believe about God?</p> <p>Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>YEAR 5 Why do some people believe that God exists?</p> <p>2b.1 What does it mean if God is holy and loving? OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Vocabulary Omnipotent Omniscient Eternal Psalm</p>	<p>YEAR 6 Why do some people believe that God exists?</p> <p>2b.1 What does it mean if God is holy and loving? OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
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	<p>Which stories are special and why? What places are special and Why?</p> <p>Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? Strand A and F</p> <p><u>Vocabulary</u> Explore Create World Earth GOD Planet Earth</p>		<p>church, in art. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p><u>Vocabulary</u> Parable Christian Fair Opinion Love Power Friendship Gospel Prophet Muslim</p>				<p><u>Vocabulary</u> Holiness Dignity Sacrament Confession Penance</p>
							

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>What is special about our world?</p> <p>F1 Why is the word 'God' so important to Christians?</p> <p><u>Vocabulary</u> Pray Christians World</p>	<p>How should we care for others and the word, and why does it matter?</p> <p><u>Digging Deeper Activities</u></p> <p>F1 Why is the word 'God' so important to Christians?</p> <p><u>Vocabulary</u> Genesis Creation Responsibility</p>	<p>How should we care for others and the word, and why does it matter?</p> <p>1.2 Who made the world?</p> <p>OUTCOMES 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. Retell the story of creation from Genesis 1:1–2:3 simply. Say what the story tells Christians about</p>	<p>2a.1 What do Christians learn from the Creation story?</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p><u>Vocabulary</u> Creation Commandments Genesis Appreciation</p>	<p>2a.1 What do Christians learn from the Creation story?</p> <p><u>Digging Deeper Activities</u></p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p> <p><u>Vocabulary</u> Temptation Disobedient Parable Forgiveness Perpetrator</p>	<p>2b.2 Creation and science: conflicting or complementary?</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p><u>Vocabulary</u> Cosmology Evolution</p>	<p>2b.2 Creation and science: conflicting or complementary?</p> <p><u>Digging Deeper Activities</u></p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and</p>

			<p>God, creation and the world. Give at least two examples of what Christians do to look after the world for God. Think, talk and ask questions about living in an amazing world.</p> <p><u>Vocabulary</u> Creation Genesis Universe Creator Sustainer Relationship Jew Thankfulness</p>				<p>nonreligious viewpoints.</p> <p><u>Vocabulary</u> Majestic Ruler</p>
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INCLUDE HARVEST FESTIVAL

- **GOD AS THE SUSTAINER**
- **THANK GOD FOR HIS CREATION**
- **CHRISTIANS CARE FOR THE WORLD**
- **RAISE RELEVANT QUESTIONS ABOUT THE CONCEPT AND ENQUIRY QUESTION IN LESSONS, ASSEMBLY AND WORSHIP**
- **EYFS Diwali**

INCARNATION – Autumn 2 (Dec)

	<p>RECEPTION What times are special and why?</p> <p>F2 Why do Christians perform nativity plays at Christmas?</p> <p><u>Vocabulary</u> Stories Bible Celebrate Nativity</p>	<p>YEAR 1 How and why do we celebrate special and sacred times?</p> <p><u>Digging Deeper</u> Activities</p> <p>F2 Why do Christians perform nativity plays at Christmas?</p> <p><u>Vocabulary</u> Gift Belief Thankful</p>	<p>YEAR 2 How and why do we celebrate special and sacred times?</p> <p>1.3 Why does Christmas matter to Christians?</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. Recognise that Incarnation is part of the 'Big Story'</p>	<p>YEAR 3 2a.3 What is the Trinity?</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p><u>Vocabulary</u> Gospel Trinity Holy spirit Father Son Humanity Grace</p>	<p>YEAR 4 2a.3 What is the Trinity?</p> <p><u>Digging Deeper</u> Activities</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p> <p><u>Vocabulary</u> Atheism Agnosticism</p>	<p>YEAR 5 2b.4 Was Jesus the Messiah?</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p> <p><u>Vocabulary</u> Exile Messiah New Testament Old Testament Saviour Prophet</p>	<p>YEAR 6 2b.4 Was Jesus the Messiah?</p> <p><u>Digging Deeper</u> Activities</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights.</p> <p><u>Vocabulary</u> Prophecy Messiah Saviour Trinity Holy spirit</p>
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			<p>of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p> <p><u>Vocabulary</u> Christians Frankincense Myrrh Gospel Advent Nativity Incarnation Celebrate Preparation Worship</p>				Father Son Transfiguration
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	<p style="text-align: center;"><u>CHRISTINGLE</u></p> <ul style="list-style-type: none">• MEANING OF THE CHRISTINGLE• CHARITY AND CHRISTIAN BELIEFS, TEACHINGS FROM JESUS• CELEBRATION						

SALVATION – Spring 1 (March)

	<p>RECEPTION Gospel Bible stories</p> <p><u>Vocabulary</u> Palm Sunday Cross Jesus Romans Hosanna Easter Sunday Jesus Miracle Christian Helping Kind Love</p>	<p>YEAR 1 F3 Why do Christians put a cross in an Easter garden?</p> <p><u>Digging Deeper Activities</u></p> <p><u>Vocabulary</u> Bible Christians Belief Good Friday Palm Sunday Easter Sunday Spiritual</p>	<p>YEAR 2 1.4 Why does Easter matter to Christians?</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE 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.</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE</p>	<p>YEAR 3 2a.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p> <p><u>Vocabulary</u> Cross Gospel Disciples Holy Week</p>	<p>YEAR 4 2a.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p><u>Digging Deeper Activities</u></p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p> <p><u>Vocabulary</u> Passover</p>	<p>YEAR 5 2b.6 What did Jesus do to save human beings? [Y5]</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p><u>Vocabulary</u> Resurrection Eucharist Communion Salvation Sacrifice Messiah</p>	<p>YEAR 6 2b.7 What difference does the resurrection make for Christians?</p> <p>[Y6]</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms. Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals. Make clear connections between the Christian concept of the resurrection</p>
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			<p>ABLE TO: 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.</p> <p><u>Vocabulary</u> Incarnation Salvation Holy Week Easter Resurrection Sadness Hope Heaven Saviour</p>		<p>Unleavened Last Supper Betray Maundy Thursday Symbolic meaning</p>		<p>and what Christians believe about hope and life after death, and how they show this in their church communities. Show how Christian belief in resurrection and life after death make a difference in their lives. Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.</p> <p><u>Vocabulary</u> Resurrection Epitaph Spirit Gospel</p>
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	<p>RECEPTION F3 Why do Christians put a cross in an Easter garden?</p> <p>Vocabulary Palm Sunday Cross Jesus Romans Hosanna Easter Sunday</p>	<p>YEAR 1</p>	<p>YEAR 2 4 What kind of world did Jesus want? What is the good news that Jesus brings? OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Tell stories from the Bible 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</p>	<p>YEAR 3 What kind of world did Jesus want? Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of ‘Gospel’ (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>YEAR 4 What kind of world did Jesus want? BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: List two distinguishing features of a parable. Make clear links between the story of the Good Samaritan and the idea of the Gospel as ‘good news’. Offer some ideas about the meaning of the Good Samaritan story to Christians. Make simple links between the Good Samaritan story and the importance of charity in Christian life. Give some examples of how Christians act to show that they are following Jesus. Make links between some of Jesus’ teachings about how to live, and life in</p>	<p>YEAR 5 What would Jesus do? BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>YEAR 6 What would Jesus do? BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus’ ‘good news’ and how Christians live in the Christian community and in their</p>
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			<p>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.</p> <p><u>Vocabulary</u> Gospel Forgiveness Good Disciples Peace Charity Confession Roman Catholic</p>		<p>the world today, expressing some ideas of their own clearly.</p>		<p>individual lives. Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>
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DISCOVERY RE SCHEME – SUMMER 1 AND 2

<p>RECEPTION What can we learn from sacred books?</p> <p>Being Special where do we belong?</p> <p>Hinduism, Sikhism What can we learn from the stories? What makes places special?</p> <p><u>Vocabulary</u> Festival God Goddess Special Belong Bible</p> <ul style="list-style-type: none"> • 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. 	<p>YEAR 1 Who is Jewish and what do they believe?</p> <p>What can we learn from sacred books?</p> <p>Judaism Is Shabbat important to Jewish children? Does celebrating Chanukah make Jewish children feel closer to God? Strand B and D</p> <p><u>Vocabulary</u> Jew/ Jewish Prayer Shabbat Reflection Synagogue</p>	<p>YEAR 2 Who is a Muslim and what do they believe?</p> <p>What does it mean to belong to a faith community?</p> <p>Islam Does praying at regular intervals everyday help a Muslim in his/her every day life? Strand B and F</p> <p><u>Vocabulary</u> Value Commitment Mosque Belonging Prophet Mohammed Mekkah Quran 5 Pillars Hajj Sawm Salat Zakat Shahada Community</p>	<p>YEAR 3 Why are festivals important to religious communities?</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>What can we learn from other religions about deciding what is right and wrong?</p> <p>Hinduism How Can Brahman be everywhere? Would visiting the River Ganges feel special to a non Hindu? Strand C and F</p> <p><u>Vocabulary</u> Brahman Vishnu Shiva Omnipresent Pilgrim</p>	<p>YEAR 4 Why are festivals important to religious communities?</p> <p>What does it mean to be a Jew in Britain today?</p> <p>What can we learn from other religions about deciding what is right and wrong?</p> <p>Judaism How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?</p>	<p>YEAR 5 What do religions say to us when life gets hard?</p> <p>What does it mean to be a Sikh in Britain today?</p> <p>Sikhism How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?</p> <p>What is the best way for a Sikh to show commitment to God?</p> <p>Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</p>	<p>YEAR 6 Why are festivals important to religious communities?</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Islam What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives? Strand B and F A D E <u>Vocabulary</u></p>
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			Pilgrimage	Cleansed	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>What is the best way for a Jew to show commitment to God?</p> <p>Strand B and E</p> <p><u>Vocabulary</u> Passover Kashrut Barmitzvah Forbidden Kosher Sedar Meal Exodus Torah</p>	<p>Are Sikh stories important today?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Strand B, C, F</p> <p><u>Vocabulary</u> Langar Guru Granth 5K's Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword)</p>	<p>Loyalty Commitment Allah Holy Ramadan Mekkah Aakhirah Mohammed Quran 5 Pillars Hajj Sawm Salat Zakat Shahada</p>
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RE Coverage throughout the year.

PLEASE NOTE THAT SOME O'TRACK OBJECTIVES WILL COVER CLASS WORSHIP, CLASS ASSEMBLY, CLASS DISCUSSION AND CHRISTIAN VALUES OF THE SCHOOL AND HARVEST FESTIVAL.

FATHER ANDREW WILL LEAD AN OLD TESTAMENT WORKSHOP FOR UKS2

Coverage			
Throughout the year Each class learns about another world faith and presents to the whole school			
	<u>Theme:</u>	<u>Unit:</u>	<u>Coverage Timetable:</u>
	Christian Values Worship Class discussion Harvest UKS2 Old and New testament workshop	GOD	Autumn 1 (Sept - Oct)
		CREATION	Autumn 2 (Nov)
	Christian Values Worship Class discussion UKS2 Old and New testament workshop	INCARNATION	Autumn 2 (Dec)
		GOSPEL	Spring 1 (Jan-Feb)
		SALVATION	Spring 2 (March-April)
	Christian Values Worship Class discussion Culture and Another Faith	KINGDOM OF GOD KS2	Summer 1
		DISCOVERY RE Scheme	Summer Term

<u>Summer term Discovery RE</u>		<u>See Discovery RE planning and resources</u>
<u>Year Group</u>	<u>Faith</u>	<u>Question</u>
FS	Buddhism , Islam, Hinduism, Sikhism	What can we learn from the stories? What makes places special?
Y1	Judaism	Is Shabbat important to Jewish children? Does celebrating Chanukah make Jewish children feel closer to God?
Y2	Islam	Does praying at regular intervals everyday help a Muslim in his/her every day life?
Y3	Hinduism	Would visiting the River Ganges feel special to a non Hindu?

Y4	Judaism	What is the best way for a Jew to show commitment to God?
Y5	Sikhism	What is the best way for a Sikh to show commitment to God?
Y6	Islam	Does belief in Akhirah (life after death) help Muslims lead good lives?

Whole school Christian Values Worship Timetable



Collective Act of Worship

2 Year Cycle of Themes

Overall Worship Topics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Generosity Caring OR Old Testament Bible characters Celebrating Harvest	Compassion Caring OR Old Testament Bible characters cont. Celebrating Christmas	Courage Worship Celebrating Candelmas	Forgiveness Worship cont. Easter Celebrating Lent and Easter	Friendship Celebrating Pentecost	Respect Signs of summer Celebrating Trinity
Cycle B	Thankfulness The Bible Celebrating Harvest	Trust The Bible Christmas Celebrating Advent	Perseverance Christianity in Action-stories of famous Christians/Saints , how their faith influenced their lives (linked to UKS2 RE) Celebrating Epiphany	Justice Preparing for Easter (including Who did Jesus say , he was?) Celebrating Lent and Easter	Service Friendship: general, Biblical, Christian Spirit of Friendship (Commonwealth Games, Olympic Games, World Cup, European cup etc) Celebrating Pentecost	Truthfulness Celebrating Trinity