



Curriculum 2022-23

RE

KE

Love, Learn, Discover



Christ Church C.E
Primary School

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RE Curriculum

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Aims

The National Curriculum for RE aims to ensure that all pupils:

- to understand the impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- enable pupils to know and understand about other major world religions and world views
- enable pupils to know and understand about Christianity as a living faith and the influences of the lives of pupils worldwide.

Intent

What are we trying to achieve for our children in RE?

Religious Education at Christ Church plays a major part in promoting the Christian aims, values and ethos of the school. It is expressed through the attitudes, relationships, values, visual symbols and Christian observances of the school.

In R.E. there is a clear, sequenced curriculum that allows pupils to understand the key Christian concepts of God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God. These areas are revisited at each key stage to enable pupils to retrieve and deepen their knowledge and understanding about the key concepts and the 'Big Story' of the Bible.

What are we trying to achieve for our children in RE?

- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- To appreciate the way that religious beliefs shape lives and influence our behaviour.
- To develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.
- To understand that people have faith or no faith and learn to live together as Global Neighbours.
- To engage in thoughtful dialogue about other faiths and traditions.
- To develop the skills and knowledge to handle religious texts.
- To develop a sense of themselves as significant, unique and precious by developing own beliefs, commitments and values.

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Implementation

How is the curriculum delivered?

- The balance of time allocated to Christianity is 80%, with at least 20% to other faiths
- Through the use The Manchester Diocese.
- Through memorable experiences which are organised throughout the year
- Through trips and visits to places of worship
- Through visitors from diverse faith groups as guest speakers in assemblies and lessons
- Through staff meetings, CPD and termly web cluster meetings
- Through assemblies, Collective Worship/Reflection and Super Learning Days
- Providing opportunities through cross-curricular links
- The Religious Education syllabus is reinforced through Collective Worship, daily acts of prayer and worship within the school and reflection upon the yearly cycle of Christian values

Impact

What difference is the curriculum making?

- RE Books, Learning Journals and scrapbook scrutiny's are used to monitor progress over the year._
- Pupils achieving age related expectations for RE._
- Pupils have a mutual respect and tolerance for individuals in today's society.
- Pupils can articulate their own views and make informed decisions to prepare them for life in modern Britain
- Pupils can articulate and make links to the 5 British Values which are: Democracy, The Rule of Law, Individual liberty, mutual Respect and Tolerance

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Threshold Concepts

In our curriculum, we define the threshold concepts which link all aspects of RE as:

God - In the beginning God....

Creation -...created the heavens and the earth and everything was good.

Fall - Humankind spoilt creation and broke the relationship with God. Therefore, humans became in need of rescue.

People of God - In the Old Testament God tries to restore his relationship with people, choosing particular people to work with him. He spoke through the words of the prophets, but the people did not listen and were awaiting the Messiah.

Incarnation -The arrival of the Messiah, the Saviour, to rescue the people from the results of the fall and restore their relationship with God. Jesus, the Son of God, who came to live among us

Gospel - Jesus' good news for everyone. His life, ministry and teaching, showing people what it means to live in relationship with God who is their father, and loves them.

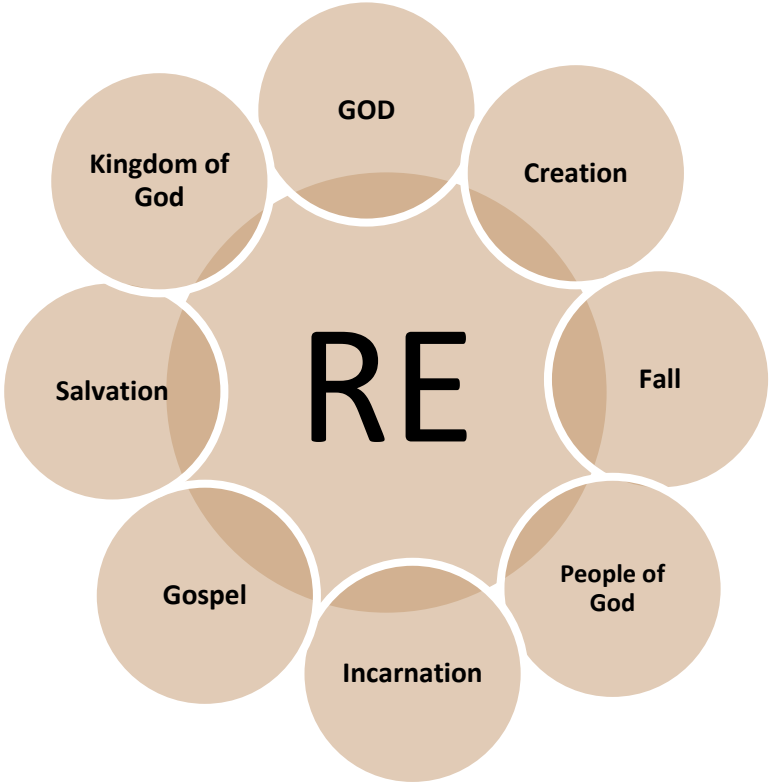
Salvation -The death and resurrection of Jesus is the ultimate rescue plan. God's people are saved because through Jesus sin is dealt with and forgiveness offered. People can now choose to follow the way back to God.

Kingdom of God - God's kingdom is the world as God intended it to be. Christians look forward to the day when God's kingdom fully comes and earth and heaven are transformed. Until that time they strive to build the kingdom in their communities, empowered by the Holy Spirit and reflecting Jesus example in the world

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Early Years Curriculum

What an EYFS RE pupil needs to understand?	What do they need to know?	How can they show they are RE pupils?
Recall stories, recognise features of religion and talk about their own experiences	Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples.	recall/retell stories of Jesus with his friends. talk about why friendship is important. talk about their own experiences of friendship.
	we (Christians) believe God created the world. we (Christians) believe that we should say thank you to God at Harvest time. we (Christians) celebrate the Harvest Festival with a special service in church.	talk about the food they enjoy. talk about harvest around the world. talk about why we celebrate harvest. talk about why it is important to help others, particularly at harvest time.
	the arrival of the holy spirit is remembered at Pentecost. people of faith have special times of prayer special times create memories. celebrating special times is important	talk about special times. recall/retell the story of Pentecost. talk about feelings associated with special times. ask questions about special/holy times.
	Christmas is the celebration of Jesus' birthday Jesus was a very special baby, the Son of God the church celebrates Christmas in special ways.	recall/retell the nativity story identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about their own experiences of Christmas. Talk about feelings related to celebrating Christmas and birthdays.
	Jesus taught his disciples (us) the Lord's Prayer. prayer is a form of communication with God prayer is expressed in a variety of ways. people pray for many different reasons.	talk about the stories of Daniel and Jonah talk about the different ways people pray. talk about their own experiences of prayer.

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	<p>they are fearfully and wonderfully made by God they are unique special and loved. we (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family.</p>	<p>talk about themselves, their likes, dislikes, and what makes them special. talk about feelings they have experienced.</p>
	<p>Jesus taught his disciples (us) the Lord's Prayer. Prayer is a form of communication with God prayer is expressed in a variety of ways people pray for many different reasons.</p>	<p>talk about the stories of Daniel and Jonah talk about the different ways people pray talk about their own experiences of prayer.</p>
	<p>Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. we (Christians) believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.</p>	<p>tell you that Christians believe Jesus died for us because he loves us. briefly retell the story of Easter. identify symbols associated with Easter. talk about their own experiences of love and other emotions expressed in the Easter Story. ask questions about the Easter story.</p>
	<p>tell you that Christians believe Jesus died for us because he loves us. briefly retell the story of Easter. identify symbols associated with Easter. talk about their own experiences of love and other emotions expressed in the Easter Story. ask questions about the Easter story</p>	<p>identify a Bible. recall/retell some of Jesus stories. talk about their own experiences and feelings. talk about their own experiences and feelings. talk about their own experiences and feelings. ask and respond to questions about their experiences and feelings. give a simple explanation of the things we can learn from Jesus' stories.</p>
	<p>Jesus taught his disciples (us) the Lord's Prayer prayer is a form of communication with God prayer is expressed in a variety of ways. people pray for many different reasons</p>	<p>talk about the stories of Daniel and Jonah. talk about the different ways people pray talk about their own experiences of prayer.</p>
	<p>Jesus listened to and learned Old Testament stories. Old Testament stories teach us about God</p>	<p>recall/retell some of the Old Testament stories Jesus heard. talk about their favourite stories. talk about their feelings and experiences</p>
	<p>Jesus told stories and that they are found in the Bible. Jesus told the stories to teach people about God</p>	<p>identify a Bible. recall/retell some of Jesus stories. talk about their own experiences and feelings.</p>
	<p>Jesus was special and performed miracles.</p>	<p>recall/retell stories about Jesus</p>

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	people choose to do a variety of jobs that particularly show Christian values in action. E.g. health care workers, emergency service workers, parents etc.	talk about why Jesus is special. talk about people who are special and give reasons why they are special.
	Christians worship in a church. people consider places to be special for different reasons.	talk about their special places talk about places of worship as special/holy places.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society; – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will:

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- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World Education Program

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

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Years 1-6 Curriculum

RE Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>◆ Explain the impact of religion on believers' lives, identify distinctive beliefs within and between religions, and express their own views</p>					<p>Unit 5.1 the Bible gives guidance for Christian living and this impacts on believers lives and communities.</p> <p>Unit 5.7 talk about the distinctive Christian beliefs highlighted by Christmas celebrations.</p> <p>Unit 5.9 interpret Paul's teaching in 1 Corinthians 13 for people in today's society.</p> <p>Unit 5.5 sometimes people of faith face great challenges and remain true to their faith.</p>	<p>Unit 6.2 Christians believe that Jesus is the promised Messiah, but Jewish people do not.</p> <p>Unit 6.2 express their opinion about what they think the message of John the Baptist would be today.</p> <p>Unit 6.2 reflect and decide what they have learnt from this unit about Christianity and themselves.</p> <p>Unit 6.6 Bible texts are used to answer questions about the characteristics and nature of God.</p> <p>Unit 6.4 use the Bible as a source to discover the answer to the question 'Who was Jesus?'</p> <p>Unit 6.5 talk about the ways in which these events help answer questions about God.</p> <p>Unit 6.7 Christian people are called to live out the teaching in the Bible and build God's kingdom through righteous living.</p> <p>Unit 6.7 interpret bible stories and explain how that story</p>

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<p>★ Show understanding of and describe, using a wide vocabulary, religious beliefs, actions and values. Begin to apply ideas to situations and experiences.</p>		<p>Unit 2.4 explain what they think to be the most important thing about Easter.</p>	<p>Unit 3.1 people’s lives are changed as they are called by God today and respond in a variety of ways e.g. ordination, ministry in the local church and missionary work abroad etc Unit 3.1 use developing religious vocabulary to show that they understand the Christian beliefs. Unit 3.1 describe the impact of responding to God’s call on a person’s life. Unit 3.1 tell you what they think God would be asking prophets to speak out against today. Unit 3.6 describe and explain the Jewish festival of Sukkot. Unit 3.6 explain why Christians celebrate harvest. Unit 3.3 lives of people today are transformed by Jesus and they choose to change.</p>	<p>Unit 4.3 talk about people who have inspired them and why. Unit 4.2 talk with understanding about the symbolism of Jesus as light. Unit 4.1 some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way. Unit 4.1 show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God. Unit 4.4 use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. Unit 4.4 describe and show understanding of the Christian value of forgiveness in relation to the story of Peter. Unit 4.6 talk about the similarities and differences in the ways people of faith pray. Unit 4.6 talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.</p>	<p>Unit 5.1 describe what inspires and influences them. Unit 5.1 describe the impact of the content of the Bible on believers’ lives. Unit 5.1 use religious vocabulary to show understanding of religious texts. Unit 5.1 make comparisons between the Bible and other holy books. Unit 5.2 the true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ. Unit 5.2 different denominations of Christianity hold differing views in the importance of Mary. Unit 5.2 describe using religious vocabulary the Christian beliefs revealed in the nativity story Unit 5.4 we (Christians) believe that the death and resurrection of Jesus restored the relationship between God and people. Unit 5.4 the Easter story is at the very heart of Christian belief. Unit 5.4 ask important questions about Christian belief; reflect thoughtfully on</p>	<p>answers questions about what it means to have faith. Unit 6.6 use religious language to show they are developing an understanding of the Trinity. Unit 6.6 identify the elements in Christian worship that express Christian beliefs about God. Unit 6.6 ask big questions and express their own views. Unit 6.4 there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation. Unit 6.4 we (Christians) believe Jesus was/is the Messiah and what that means. Unit 6.4 express their own and the opinion of others in response to the question ‘Who was Jesus?’ Unit 6.4 use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. Unit 6.4 ask relevant questions in order to discover the answer to the question ‘Who was Jesus?’ what it is not. Unit 6.5 the events of the Ascension and Pentecost are connected to distinctive Christian beliefs. Unit 6.5 describe what Christians believe is the impact</p>
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				<p>SU use religious vocabulary to describe and show understanding of the value of forgiveness and the challenges of temptation.</p> <p>SU connect their own ideas and experiences to the beliefs expressed in the Lord's Prayer.</p> <p>SU use religious vocabulary to describe with understanding the concept of the Kingdom of God.</p>	<p>the answers to these big questions.</p> <p>Unit 5.4 describe the impact of belief in the Easter story on a person's life.</p> <p>Unit 5.7 Christmas celebrations provide answers to questions about Christian beliefs about Jesus.</p> <p>Unit 5.7 describe and give reasons for the similarities and differences between Christmas celebrations around the world.</p> <p>Unit 5.7 describe and show understanding of why Christmas is such an important time for Christians.</p>	<p>of the Holy Spirit on people's lives.</p> <p>Unit 6.7 there are people who live and have lived extraordinary lives of faith and we can be inspired by them.</p> <p>Unit 6.7 there are similarities and differences between the behaviour and values of Christians and people of other faiths</p> <p>Unit 6.7 use an increasingly wide religious vocabulary to explain what motivates people of faith.</p> <p>Unit 6.7 talk with understanding about the characteristics of a person living out their Christian faith.</p> <p>Unit 6.7 explain aspects of the lives of people of faith that inspire them.</p>
<p>■ Ask important questions, make links between stories and beliefs, begin to identify the impact of religion and make connections to their own experiences.</p>	<p>Unit 1.1 We believe that helping others is part of putting our Christian faith into action.</p> <p>Unit 1.1 We know that there are Christian charities working world wide to improve the living conditions of people in third world countries and other areas of poverty.</p> <p>Unit 1.3 we (Christians) believe Jesus is God's son the promised Messiah.</p>	<p>Unit 2.1 make links between the books of the bible and God's big story.</p> <p>Unit 2.1 reflect on the story of Mary Jones and consider ways in which they can make a difference.</p> <p>Unit 2.1 name and talk about the holy books from faiths other than Christianity</p> <p>Unit 2.2 we (Christians) believe that the content</p>	<p>Unit 3.1 the Prophets were telling the people to turn back to God and mend their relationship with him. This is the beginning of God's salvation plan</p> <p>Unit 3.1 ask important questions about religion and beliefs.</p> <p>Unit 3.1 interpret the stories and identify Christian beliefs.</p> <p>Unit 3.6 there is a connection between Christian belief and</p>	<p>Unit 4.3 we (Christians) believe Jesus is the Son of God he was both God and man.</p> <p>Unit 4.3 we (Christians) believe Jesus has power and authority from God over every aspect of creation, life and death.</p> <p>Unit 4.3 there are people who have stood up and spoken out against authorities in situations of injustice.</p>	<p>Unit 5.1 people of other faiths have holy books that teach, guide and impact on their daily lives.</p> <p>Unit 5.1 the Bible is the inspired word of God.</p> <p>Unit 5.1 make links between Bible passages and Christian values, attitudes and beliefs.</p> <p>Unit 5.1 use religious language to ask relevant questions.</p> <p>Unit 5.1 talk about the work and perseverance of Bible translators.</p>	<p>Unit 6.2 Advent is a time when the church focusses prayer on the second coming of Christ.</p> <p>Unit 6.5 we (Christians) believe people's lives can be inspired and transformed by the Holy Spirit.</p> <p>Unit 6.5 retell the stories of Ascension and Pentecost connecting them with Christian beliefs.</p>

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	<p>Unit 1.4 we (Christians) believe Jesus is God's son the promised Messiah.</p> <p>Unit 1.4 we (Christians) believe that the miracles reveal Jesus as the Son of God.</p> <p>Unit 1.4 Make the connection between the Bible stories and Christian beliefs about Jesus</p> <p>Unit 1.8 we can learn about the nature and characteristics of God from reading the stories about Joseph.</p>	<p>of the Christmas story is good news.</p> <p>Unit 2.2 the good news impacts on the world then and now.</p> <p>Unit 2.3 we (Christians) believe that Jesus miracles reveal him to be the Son of God.</p> <p>Unit 2.3 we (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was</p> <p>Unit 2.3 make the connection between the Bible stories and Christian belief.</p> <p>Unit 2.3 talk about the work of Christian charities and make the connection to Jesus teaching and actions.</p> <p>Unit 2.4 the death and resurrection of Jesus is part of God's salvation plan.</p> <p>Unit 2.4 use religious vocabulary to simply describe what the symbols of Easter mean.</p> <p>Unit 2.4 describe briefly why Christian people celebrate Easter.</p> <p>Unit 2.6 the events of Pentecost still impact on the church today</p>	<p>behaviour in relation to celebrating the harvest.</p> <p>Unit 3.6 describe the traditional content of Christian Harvest Festival services.</p> <p>Unit 3.2 we (Christians) believe God is with us through his Son, Jesus and the Holy Spirit.</p> <p>Unit 3.2 we (Christians) believe that the presence of God changes our lives.</p> <p>Unit 3.2 describe the ways in which the actions of Christians show Jesus' presence in the world.</p> <p>Unit 3.2 ask good questions about religious beliefs.</p> <p>Unit 3.3 we (Christians) believe that Jesus has/had the power to change people's lives.</p> <p>Unit 3.3 choosing to follow Jesus is not an easy option.</p> <p>Unit 3.3 talk about the ways in which Jesus changed people's lives and the impact that had on them.</p> <p>Unit 3.4 the events of Holy Week reveal what Jesus came to earth to do – God's salvation plan</p> <p>Unit 3.4 make links between Christian beliefs and the stories of Palm</p>	<p>Unit 4.3 the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.</p> <p>Unit 4.3 make links between the Bible texts and Christian beliefs and values</p> <p>Unit 4.2 light is used as a metaphor to describe Jesus and his impact on the world.</p> <p>Unit 4.2 the light of Jesus brings hope in dark places.</p> <p>Unit 4.2 talk with understanding about the ways in which Jesus' followers bring his light into the world.</p> <p>Unit 4.2 create light metaphors for Jesus that show understanding of Jesus actions and divinity.</p> <p>Unit 4.2 ask important and relevant questions about religious experiences and beliefs.</p> <p>Unit 4.1 connect Christian values and beliefs to events and teaching in the Bible.</p> <p>Unit 4.1 ask important and relevant questions.</p> <p>Unit 4.4 the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God's salvation plan.</p>	<p>Unit 5.2 identify which parts of the story are found in each gospel and the purpose of each writer.</p> <p>Unit 5.2 identify the influence the two stories have on our Christmas celebrations</p> <p>Unit 5.4 retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.</p> <p>Unit 5.4 talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.</p> <p>Unit 5.9 the early Christians were persecuted for over 300 years and had to show great courage and perseverance.</p> <p>Unit 5.9 St Paul is a significant person in the history of Christianity and why.</p> <p>Unit 5.5 there are significant women in the Bible who made incredible choices that have an impact on God's big story.</p> <p>Unit 5.5 worship can be expressed in a variety of ways including prayer, dance, compassion and self-sacrifice.</p> <p>Unit 5.5 make links between their own values and the</p>	<p>Unit 6.6 Bible stories help to deepen our knowledge and understanding of God.</p> <p>Unit 6.6 we (Christians) believe God is three in one, the Trinity.</p> <p>Unit 6.6 God is given many names by Christians and members of non-Christian faiths. These names describe His nature and characteristics.</p> <p>Unit 6.4 Jesus is given a variety of names to describe his character and purpose.</p> <p>Unit 6.7 describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth.</p>
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	<p>Unit 2.6 connect the gifts of the spirit with the school's Christian values.</p> <p>Unit 2.6 describe the symbols of the Holy Spirit.</p> <p>Unit 2.5 People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there</p> <p>Unit 2.5 Use religious vocabulary to name and describe the features of a church building and other places of worship.</p> <p>Unit 2.5 Describe a few similarities and differences between places of worship.</p>	<p>Sunday, Holy Week and Easter.</p> <p>Unit 3.4 ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.</p> <p>Unit 3.4 use religious vocabulary to make links between people's values and behaviour.</p> <p>Unit 3.4 ask important questions about beliefs and values.</p> <p>Unit 3.4 use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.</p> <p>Unit 3.4 describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</p> <p>Unit 3.5 Christians try to live out the commandments given by God and Jesus.</p> <p>Unit 3.5 the commandments are the foundation of Christian and Jewish societies.</p> <p>Unit 3.5 describe ways in which Christians live out Jesus command to love one another.</p>	<p>Unit 4.4 we (Christians) believe that they can trust Jesus.</p> <p>Unit 4.4 identify and explain the significance of the incidents of betrayal and trust in the Easter story.</p> <p>Unit 4.4 ask good questions about people's values and commitments.</p> <p>Unit 4.4 use religious vocabulary to make links between Christian beliefs and the stories of Lent Holy Week and Easter.</p> <p>Unit 4.5 the Bible gives guidance to the church about behaviour and attitudes and what that guidance is.</p> <p>Unit 4.5 people of other faiths have different places of worship, the names of those buildings, key features and the worship that takes place there</p> <p>Unit 4.5 use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.</p> <p>Unit 4.5 identify similarities and differences between churches and denominations worldwide.</p> <p>Unit 4.5 ask good questions about the similarities and</p>	<p>values of others (i.e. the women in the Bible).</p> <p>Unit 5.5 ask important and relevant questions about the lives of the women in the Bible.</p> <p>Unit 5.5 ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments.</p> <p>Unit 5.5 reflect on the lives of the women in the Bible and describe the features that inspire them.</p> <p>Unit 5.7 some celebrations are connected to beliefs but others are secular.</p> <p>Unit 5.7 make the links between the story, belief and action</p>	
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			<p>Unit 3.5 make links between beliefs and behaviour. Unit 3.5 talk, with understanding, about rules from faiths other than Christianity.</p>	<p>differences between different denominational practices. Unit 4.5 make links between values and beliefs and behaviour. Unit 4.5 talk knowledgeably about other places of worship, the features of the building and the worship that takes place there. Unit 4.6 Christian beliefs are revealed in the content of prayers. SU the content of the Lord's Prayer is an expression of Christian belief. SU ask important and relevant questions about the content of the Lord's Prayer</p>		
<p>▲ Retell stories using religious words to identify features and expression of religion and begin to ask questions.</p>	<p>Unit 1.2 We (Christians) believe that people should be taking care of our world. Unit 1.2 We (Christians) believe that in creation we can see the power and wonder of God. Unit 1.2 Understand that they are creative beings and enjoy their creative skills. Unit 1.1 We (Christians) believe that it is important to say thank you to God for the harvest.</p>	<p>Unit 2.1 owning a Bible is very important to Christians. Unit 2.1 the Bible contains God's big story from the beginning through to the kingdom of God. Unit 2.1 people of other faiths have different holy books and there are some similarities and differences between these books and the Bible. Unit 2.1 talk about the Bible and why it is Holy.</p>	<p>Unit 3.1 the Old Testament Prophets were called by God to give his message to the people Unit 3.1 talk about in detail the Bible stories you have discussed Unit 3.6 harvest has been celebrated for thousands of years. Unit 3.6 harvest is celebrated by people of all faiths and none. Unit 3.6 harvest is mentioned throughout the Old Testament. Unit 3.2 Christmas is a celebration of the arrival of</p>	<p>Unit 4.3 retell the Bible stories covered in this unit. Unit 4.2 Hanukkah is an important Jewish festival of light. Unit 4.1 David is a key figure in God's plan for his people. Unit 4.1 retell stories about David. Unit 4.1 recognise their own values and the values of others. Unit 4.4 trust and forgiveness are key Christian values. Unit 4.5 not all church buildings are the same but</p>	<p>Unit 5.1 there are several different genre of writing in the Bible. Unit 5.1 there are many translations of the Bible in English and other languages. Unit 5.1 the Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues. Unit 5.2 the nativity story is recorded in Gospels of Matthew and Luke Unit 5.4 we (Christians) believe that Christ's resurrection is a victory over death and talk about it with understanding</p>	<p>Unit 6.5 Ascension and Pentecost are key events in Christianity.</p>

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	<p>Unit 1.1 We know that Jewish people also celebrate harvest and this is called Sukkot.</p> <p>Unit 1.1 We can talk about harvest festival celebrations using religious language.</p> <p>Unit 1.1 We can express feelings about the issues raised by Christian Aid and other charities.</p> <p>Unit 1.1 We can ask questions about our own and others' experiences.</p> <p>Unit 1.1 We can talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.</p> <p>Unit 1.3 we (Christians) believe that Jesus is God's gift to the world.</p> <p>Unit 1.3 the Wise Men (Magi) visited baby Jesus after Christmas.</p> <p>Unit 1.3 we (Christians) believe that the gift of Jesus shows God's love and care for the world.</p> <p>Unit 1.3 retell the nativity story in two parts, a) the shepherds and b) the wise men.</p> <p>talk about giving gifts that are not objects</p>	<p>Unit 2.1 talk about why the clergy think it is Holy.</p> <p>Unit 2.1 talk about why owning a bible is very important to Christians worldwide</p> <p>Unit 2.2 Christmas is a celebration of the good news.</p> <p>Unit 2.2 angels are the Good news bringers.</p> <p>Unit 2.2 we (Christians) believe that the good news is that Jesus is the saviour of the world.</p> <p>Unit 2.2 retell the Christmas story, including the story of Zechariah.</p> <p>Unit 2.2 talk about their own feelings and experiences of good news.</p> <p>Unit 2.2 ask and respond sensitively to questions about the experiences of Mary and the shepherds</p> <p>Unit 2.3 the stories covered in this unit can be found in the gospels in the New Testament.</p> <p>Unit 2.3 retell the stories covered in this unit.</p> <p>Unit 2.4 there are different objects and symbols used to help explain and understand the meaning of Easter.</p>	<p>Emmanuel, who is Jesus God with us</p> <p>Unit 3.2 make links between their own experiences and the experiences of others.</p> <p>Unit 3.2 tell stories about the presence of Jesus changing people's lives</p> <p>Unit 3.3 retell the Bible stories you have explored.</p> <p>Unit 3.4 the church remembers and marks the events of Holy Week in a variety of ways</p> <p>Unit 3.4 use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter</p> <p>Unit 3.5 Moses rescues the people of God from Egypt and brings the ten commandments down from Mount Sinai.</p> <p>Unit 3.5 other faiths have rules to follow that have been given to them a long time ago.</p> <p>Unit 3.5 name some of the rules followed by people of other faiths.</p>	<p>have similar features according to denomination.</p> <p>Unit 4.5 Peter and the disciples 'built' the church after the events of Pentecost.</p> <p>Unit 4.5 Christianity is a world-wide multi-cultural faith.</p> <p>Unit 4.6 prayer is the way in which believers communicate with God.</p> <p>Unit 4.6 prayer is connected to faith.</p> <p>SU identify what influences their choices, values and actions.</p>	<p>Unit 5.7 Christmas is celebrated by Christians around the world.</p> <p>Unit 5.9 the Book of Acts records the actions of what happened after Pentecost</p> <p>Unit 5.9 retell the story of the conversion of St Paul.</p>	
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	<p>Unit 1.4 the stories of Jesus miracles can be found in the Gospels in the New Testament</p> <p>Unit 1.4 to retell stories of Jesus covered in this unit.</p> <p>Unit 1.5 the events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs.</p> <p>Unit 1.5 we (Christians) believe that Easter is a new beginning.</p> <p>Unit 1.5 we (Christians) believe that Jesus died and rose back to life again</p> <p>Unit 1.5 retell the events of the Easter story.</p> <p>Unit 1.7 People can be baptised at any age, in the font at church, in a pool, a river or the sea.</p> <p>Unit 1.7 Jesus was baptised in the river Jordan.</p> <p>Unit 1.7 people of faiths other than Christianity also welcome new babies in special ways.</p> <p>Unit 1.7 Use religious vocabulary such as vicar, priest, font, baptism church and prayer.</p> <p>Unit 1.7 tell you about what happens when a baby is baptised.</p>	<p>Unit 2.4 the Easter story is central to Christian belief.</p> <p>Unit 2.4 identify and name some of the symbols of Easter.</p> <p>Unit 2.4 retell the Easter story.</p> <p>Unit 2.6 we (Christians) believe that 40 days after the resurrection, Jesus ascended into heaven.</p> <p>Unit 2.6 we (Christians) believe that God is three in one – Father, Son and Holy Spirit.</p> <p>Unit 2.6 the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.</p> <p>Unit 2.6 retell the stories of Jesus’ ascension and the events of Pentecost.</p> <p>Unit 2.6 talk about their ideas of heaven.</p> <p>Unit 2.5 The church is a special place where Christians meet to worship and pray. It is also the body of people not just the building.</p> <p>Unit 2.5 For Christians, the church is a holy blessed space.</p> <p>Unit 2.5 Moses and the people of God built the</p>				
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	<p>Unit 1.7 talk about the ways in which people of other faiths welcome new babies</p> <p>Unit 1.7 baptism is an occasion when promises are made to God and people are welcomed as a member of the church.</p> <p>Unit 1.7 water is a symbol of baptism.</p> <p>Unit 1.8 retell stories of the events in the life of Joseph.</p> <p>Unit 1.8 talk about the nature and characteristics of God.</p> <p>Unit 1.8 The story of Joseph is key in the history of the People of God.</p> <p>Unit 1.8 forgiveness is a core Christian value.</p> <p>Unit 1.9 some of Jesus' life experiences were just like ours. Therefore we (Christians) believe Jesus the Son of God knows exactly what life is like for us.</p> <p>Unit 1.9 talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.</p>	<p>Tabernacle (tent of meeting) to house the ark of the covenant.</p> <p>Unit 2.5 Ask good questions that reveal understanding about the church and what happens there.</p> <p>Unit 2.5 Connect the features of the church to Bible Stories.</p>			
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<p>● Recall stories, recognise features of religion and talk about their own experiences.</p>	<p>Unit 1.2 We (Christians) believe that God created the world. Unit 1.2 The creation stories are at the very beginning of the Bible and be able to recall details briefly. Unit 1.2 Talk about what they find amazing, interesting or puzzling in creation. Unit 1.3 Talk about the feelings associated with giving and receiving gifts. Unit 1.4 talk about their own feelings and experiences. Unit 1.4 ask and respond sensitively to questions about their own and others feelings and experiences. Unit 1.5 recall events of the Easter story. Unit 1.5 reflect on the awe and wonder of new life and changes in nature. Unit 1.5 talk about their own experiences of Easter and springtime. Unit 1.7 talk about what belonging means to them. Unit 1.7 baptism is an occasion when promises are made to God and</p>	<p>Unit 2.1 the Bible is the Christian holy book. Unit 2.1 the Bible is made up of a library of books. Unit 2.1 the Bible is in two sections the Old Testament and the New Testament. Unit 2.3 talk about their own feelings and experiences</p>	<p>Unit 3.3 talk about their experiences of change. Unit 3.5 the Old Testament contains the stories of the people of God. Unit 3.5 talk about the story of Moses and the impact of the ten commandments SU Jesus taught his disciples how to pray and the prayer he used is now called the 'Lord's Prayer'. SU the Lord's Prayer is said by Christians worldwide.</p>			
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	<p>people are welcomed as a member of the church.</p> <p>Unit 1.8 recall events from the life of Joseph.</p> <p>Unit 1.8 talk about the actions and feelings of the characters and relate them to their own</p> <p>Unit 1.8 the story of Joseph can be found in the Old Testament</p> <p>Unit 1.9 Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world.</p> <p>Unit 1.9 talk confidently about their own life and experiences.</p>					
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Skill	Key stage 1	Lower Key Stage 2	Upper Key Stage 2
Investigate/ Enquire	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
Express	Pupils can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views.
Interpret	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Reflect	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
Empathise	Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.
Apply	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.

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Analyse	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
Synthesise	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Evaluate	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.

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Vocabulary

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>God, food, creation, harvest, thank you and prayer</p> <p>Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star and stable</p> <p>God, love, father and unique</p> <p>Love, Sacrifice, Jesus</p> <p>Easter, Disciples</p> <p>Holy Week, Palm Sunday, Crucified, Cross tomb and risen</p> <p>Jesus, Bible, parable, gospels and God</p> <p>Love, trust, compassion, generosity, courage, Jesus, miracle and Bible.</p>	<p>Friend, Friendship, Trust, Love, Jesus</p> <p>God, food, creation, harvest, thank you and prayer</p> <p>Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer.</p> <p>Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star and stable</p> <p>Pray, Prayer, God, Jesus the Lord's Prayer</p> <p>Love, Sacrifice, Jesus, Easter, Disciples, Holy Week, Palm Sunday, Crucified, Cross, tomb and risen</p> <p>Jesus, Bible, Parable, Gospels, God</p> <p>Church, Jesus, Mosque, Holy, Temple.</p>	<p>Harvest, Harvest Festival, Christian Aid</p> <p>Jewish, Sukkot, Sukkah, Tabernacle</p> <p>God, Creation, Genesis, pollution, world, environment, psalm and hymns.</p> <p>Jesus, Son of God, friendship, miracle and disciple</p> <p>Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb</p> <p>Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging</p> <p>Retelling the story of Joseph through drama, art and objects.</p>	<p>Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls</p> <p>Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem</p> <p>Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred, Mosque, minaret tower, Temple, ark, Gurdwara, and langar</p> <p>Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.</p> <p>Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.</p> <p>Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity</p>	<p>Harvest Festival, thankfulness, sukkot</p> <p>Emmanuel, Incarnation</p> <p>Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament</p> <p>Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection</p> <p>Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection</p> <p>Jesus, Mother Teresa and the relevant Bible characters.</p> <p>Jesus, Mother Teresa and the relevant Bible characters.</p> <p>Prophet, God, Old Testament and the names of the Prophets, ministry and ordination.</p>	<p>Samuel, David, Jonathan, Saul, Goliath, inspiration and Psalm</p> <p>Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple</p> <p>Son of God, authority, miracle, Sabbath/Shabbat and Pharisees</p> <p>Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem</p> <p>Pray, prayer, collect</p> <p>church, chapel, cathedral, sacrament, vicar, curate, priest and minister</p>	<p>Old Testament, New Testament Gospel, Word of God and Translation</p> <p>St Nicholas, St Lucia and Orthodox</p> <p>Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation.</p> <p>Victory, triumph, resurrection, sacrifice, salvation and redeemer.</p> <p>Saul, Paul, New Testament, Letter, Mission, Columba, Aidan</p> <p>Ruth, Esther, Purim and the names of the other women you choose to study.</p>	<p>God, Father, Son and Holy Spirit, Trinity and Celtic</p> <p>Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary</p> <p>Journey, pilgrimage, rites of passage and Holy Land</p> <p>Messiah, Prince of Peace, Saviour, resurrection, redeemer and servant.</p> <p>Ascension, Pentecost, Trinity, Holy Spirit and inspiration</p> <p>Faith, ministry, mission, kingdom of God and vocation.</p>

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Whole School RE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Harvest	Christmas	I am special	Easter	Special People	Stories Jesus told
Reception	Friendship	Christmas	Prayer	Easter	Stories Jesus told	Special Places
	Harvest	Special Times				
Year 1	1.2 God and Creation	1.9 My world Jesus' world	1.4 Jesus was special	1.5 Easter New Life	1.7 Why is Baptism Special?	1.8 Joseph
	1.1 Harvest	1.3 Christmas				
NC	Sukkot				Birth Rites	
Year 2	2.1 The Bible	2.2 Christmas. Why was the birth of Jesus such good news?	2.5 Why is church a special place for Christians?	2.4 Easter: How do symbols help us to understand the story?	2.3 Jesus, friend to Everyone	2.6 What happened at the Ascension and Pentecost?
NC	Holy Books		Places of Worship			
Year 3	3.6 Harvest	S2 The Lord's Prayer 3.2 Christmas. God is with us.	3.5 Which rules should we follow?	3.4 Exploring the sadness and joy of Easter.	3.3 Jesus the Man who changes lives	3.1 Called by God
NC	Sukkot		Rules			
Year 4	4.1 God, David and the Psalms	4.2 Christmas. Exploring the symbolism of light	4.3 Jesus Son of God. How did Jesus show his power and authority?	4.4 Exploring Easter as a story of betrayal and trust	4.6 What is prayer? S2 The Lord's prayer	4.5 Are all churches the same?
NC		Hanukkah			Other faiths	Places of Worship

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Year 5	5.1 How and why do Christians read the Bible?	5.2 Christmas. The Gospels of Matthew and Luke 5.7 Christmas around the world	5.6 Exploring loss, death and Christian Hope	5.4 Why do Christians believe that Easter is a celebration of victory?	5.9 Pentecost, what happened next?	5.5 Exploring the lives of significant women in the Old Testament
NC	Holy Books		End of Life Rituals			Purim
Year 6	6.6 Ideas about God	6.2 How do Christians prepare for Christmas?	6.1 Life as a Journey	6.4 Who was Jesus? Who is Jesus?	6.5 Ascension and Pentecost – In what ways do these events and beliefs make Christianity distinctive?	6.7 People of Faith - How does having faith affect a believer's lifestyle?
NC	Other names for God		Pilgrimage			Hinduism

Useful Links

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