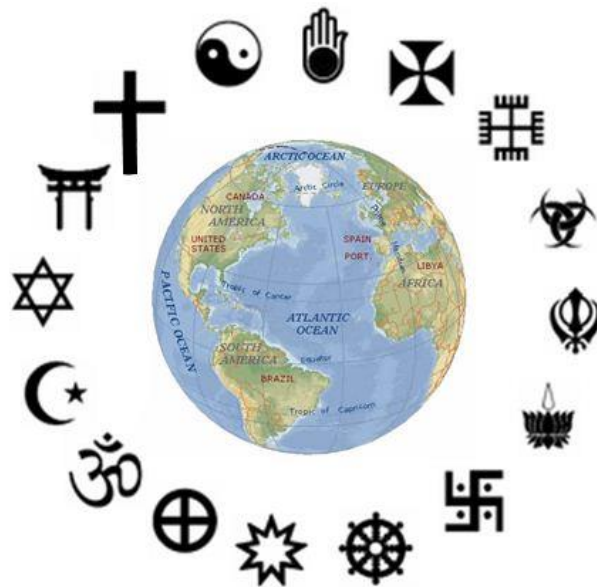












































Swindon Village Primary School



RE Curriculum

Coverage of faiths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Values and philosophy 	Christianity 	Christianity 	Christianity 	Values and philosophy 	Values and philosophy 
Year 1	Christianity 	Christianity 	Judaism 	Judaism 	Christianity 	Values and philosophy 
Year 2	Islam 	Islam 	Christianity 	Christianity 	Multi-faith 	Multi-faith 
Year 3	Christianity 	Judaism 	Christianity 	Christianity 	Christianity 	Values and philosophy 
Year 4	Hinduism 	Hinduism 	Islam 	Christianity 	Christianity 	Multi-faith 
Year 5	Judaism 	Christianity 	Christianity 	Christianity 	Islam 	Multi-faith 
Year 6	Multi-faith 	Hinduism 	Christianity 	Christianity 	Multi-faith 	Multi-faith 

RE Curriculum

SVPS RE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.1 What do Christians believe God is like?	1.3 Why is Christmas important to Christians?	1.7 What is important to Jewish people?	1.2 How do Christians believe the world was made?	1.9 How and why should we care for the world and the people in it? (C, J, NR)	
			<i>Add in one session on Easter-learn/retell the Easter story.</i>			
Year 2	1.6 What is important to Muslims?	<i>Add in one session on Christmas</i>	1.4 What is the 'good news' Christians believe Jesus brings?	1.5 Why is Easter important to Christians?	1.8 Why are some places sacred to believers?	1.10 What is it like to belong to a faith community?

Year 3	L2.2 Why are promises important to Christians?	L2.10 Why are festivals and worship important to Jewish people?	L2.1 What do Christians learn from the Creation story?	L2.5 Why is 'Holy Week' important to Christians?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.7 What do Hindus believe God is like?	L2.8 What is it like to be Hindu in Britain today?	L2.9 Why are festivals and worship important to Muslims?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.6 Why is Pentecost important to Christians?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.9 Why is the Torah so important to Jewish people?	U2.1 What do Christians believe God is like?	U2.3 & U2.5 Why do Christians believe Jesus was the Messiah? What did he do to 'save' them?		U2.8 What it is like to be Muslim in Britain today?	U2.11 Why do some people believe in God and some people not?
Year 6	U2.10 What is important to Humanists and Christians?	U2.7 Why do Hindus want to be good?	U2.4 & U2.6 What kind of person was Jesus and how does he influence how Christians live?		U2.2 Creation and science: conflicting or complementary?	U2.12 How does faith help people when life gets hard?

Reception

Autumn 1

Being special: where we belong?

Make sense of belief:

- Retell religious stories.

Understand the impact:

- Recall simply what happens when a baby is welcomed into at least one religion (e.g Christianity).

Make connections:

- Share and record occasions when things have happened in their lives that made them feel special.

Autumn 2

Why is Christmas special to Christians?

Make sense of belief:

- Begin to recognise the belief that God came to Earth as Jesus.

Understand the impact:

- Recall simply what happens at a traditional Christian festival (Christmas).

Make connections:

- Retell religious stories, making connections with personal experiences.

Reception

Spring 1

Why is 'God' so important to Christians?

Make sense of belief:

- Retell stories, talking about what they say about the world, God, human beings.

Understand the impact:

- Say how and when Christians like to thank their Creator.

Make connections:

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.

Spring 2

Why is Easter special to Christians?

Making sense of belief

- Say why Easter is a special time for Christians.

Understand the impact:

- Talk about some ways Christians celebrate Easter.

Make connections

- Talk about ideas of new life in nature.

Reception

Summer 1

What places are special and why?

Make sense of belief:

- Begin to recognise that for Christians, Muslims or Jews, these special places link to beliefs about God.

Understand the impact:

- Recognise that some religious people have places which have special meaning for them.

Make connections:

- Talk about somewhere that is special to themselves, saying why.

Summer 2

What times/stories are special and why?

Making sense of belief

- Talk about some religious stories.

Understand the impact:

- Talk about some of the things these stories teach believers.

Make connections:

- Identify some of their own feelings in the stories they hear.

Year 1

Autumn 1

What do Christians believe God is like?

Make sense of belief:

- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving.

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Autumn 2

Why is Christmas important to Christians?

Make sense of belief:

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Understand the impact:

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.

Make connections:

- Decide what they personally have to be thankful for, giving a reason for their ideas.

Year 1

Spring 1 and Spring 2

What is important to Jewish people?

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer.
- Give examples of how some stories used in Jewish celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).
- Make links between Jewish ideas of God found in the stories and how people live.

Make connections:

- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Add on one session on "Why is Easter important to Christians?".

Year 1

Summer 1

Summer 2

How do Christians believe the world was made?

How and why should we care for the world and the people in it?

Make sense of belief:

- Say what the story of *Genesis* tells Christians about God, Creation and the world.

Understand the impact:

- Give at least one example of what Christians do to say 'thank you' to God for Creation.

Make connections:

- Think, talk and ask questions about living in an amazing world.

Make sense of belief:

- Give a clear, simple account of what *Genesis 1* tells Christians and Jews about the natural world.

Understand the impact:

- Say how and why Christians and Jews might look after the natural world and each other.

Make connections:

- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Year 2

Autumn 1 and Autumn 2

What is important to Muslims?

Make sense of belief:

- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.

Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them.
- Give examples of how Muslims put their beliefs about prayer into action.

Make connections:

- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Add on one session on "Why is Christmas important to Christians?".

Year 2

Spring 1

What is the 'good news' Christians believe Jesus brings?

Make sense of belief:

- Give clear, simple accounts of what some gospel stories in the Bible mean to Christians.

Understand the impact:

- 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.

Make connections:

- 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 about how to live.

Spring 2

Why is Easter important to Christians?

Make sense of belief:

- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

Understand the impact:

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Make connections:

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven.

Year 2

Summer 1

Summer 2

Why are some places sacred to believers?

What is it like to belong to a faith community?

Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there.

Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.

Make connections:

- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Make sense of beliefs:

- Say simply what Jesus and one other religious leader taught about loving other people.

Understand the impact:

- Explain what happens at a traditional Christian, Jewish or Muslim, and non-religious ceremony (eg: wedding or welcome ceremony).

Make connections:

- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Year 3

Autumn 1

Why are promises important to Christians?

Make sense of belief:

- Make clear links between the story of Noah and the idea of covenant.

Understand the impact:

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Make connections:

- Make links between the story of Noah and how we live in school and the wider world.

Autumn 2

Why are festivals and worship important to Jewish people?

Make sense of belief:

- Offer informed suggestions about the meaning of the Exodus story for Jews today.

Understand the impact:

- Make simple links between Jewish beliefs about God and how Jews celebrate festivals.

Make connections:

- Make links with the values of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world and pupils' own lives.

Year 3

Spring 1

What do Christians learn from the Creation story?

Make sense of belief:

- Make clear links between Genesis 1 and what Christians believe about God and Creation.

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth - some specific ways).

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non - Christians living today.

Spring 2

Why is 'Holy Week' important to Christians?

Make sense of belief:

- Give examples of what Christians say about the importance of the events of Holy Week.

Understand the impact:

- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.

Make connections:

- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

Year 3

Summer 1

Summer 2

What kind of world did Jesus want?

How and why do people try to make the world a better place?

Make sense of belief:

- Make clear links between Jesus' actions towards outcasts and how Christians today try to follow Jesus.

Understand the impact:

- Give examples of how Christians try to follow Jesus' teachings and show love for all.

Make connections:

- Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

Make sense of belief:

- Make links between religious beliefs and teachings and why people try to live and make the world a better place.

Understand the impact:

- Make simple links between teachings about how to live and ways in which people try to make the world a better place.

Make connections:

- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Year 4

Autumn 1

Autumn 2

What do Hindus believe God is like?

What is it like to be Hindu in Britain today?

Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God.

Understand the impact:

- Identify some different ways in which Hindus worship.

Make connections:

- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today.

Make sense of belief:

- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).

Understand the impact:

- Describe how Hindus show their faith in Britain today.

Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today.

Year 4

Spring 1

Spring 2

Why are festivals and worship important to Muslims?

What is the 'Trinity' and why is it important for Christians?

Make sense of belief:

- Make clear links between Muslim beliefs about God and how Muslims worship.

Understand the impact:

- Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.

Make connections:

- Raise questions and suggest answers about the value of self-control to Muslims, and whether there are benefits for people who are not Muslims.

Make sense of belief:

- Offer suggestions about what texts about baptism and Trinity mean to Christians.

Understand the impact:

- Describe how Christians show their beliefs about God the Trinity in worship in different ways.

Make connections:

- Express clearly some ideas of their own about what Christians believe God is like.

Year 4

Summer 1

Summer 2

Why is Pentecost important to Christians?

How and why do people mark the significant events of life?

Make sense of belief:

- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.
- Offer informed suggestions about what the events of Pentecost might mean to Christians.

Understand the impact:

- Make simple links between Christian beliefs about Pentecost and the kingdom of God, and how Christians live now.

Make connections:

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today.

Make sense of belief:

- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Understand the impact:

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.

Make connections:

- Give good reasons why they think ceremonies of commitment are or are not valuable today.

Year 5

Autumn 1

Autumn 2

Why is the Torah so important to Jewish people?

What do Christians believe God is like?

Make sense of belief:

- Identify and explain Jewish beliefs about God.

Understand the impact:

- Make clear connections between Jewish commandments and how Jews live.

Make connections:

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.

Make sense of belief:

- Explain connections between biblical texts and Christian ideas of God.

Understand the impact:

- Show how Christians put their beliefs into practice in worship.

Make connections:

- 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.

Year 5

Spring 1

Spring 2

Why do Christians believe Jesus was the Messiah?
What did he do to 'save' them?

Make sense of belief:

- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say Jesus' death was a sacrifice.

Understand the impact:

- Understand how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

Make connections:

- Consider what difference the idea of Jesus as the 'Messiah' might make in people's lives, giving good reasons for their answers.

Year 5

Summer 1

What is it like to be Muslim in Britain today?

Make sense of belief:

- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).

Understand the impact:

- Give evidence and examples to show how Muslims put their beliefs into practice in different ways.

Make connections:

- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

Summer 2

Why do some people believe in God and some people not?

Make sense of belief:

- Define and explain the terms 'theist', 'atheist' and 'agnostic'.
- Give examples of why people do or do not believe in God.

Understand the impact:

- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g: some differences in interpreting Genesis).

Make connections:

- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.

Year 6

Autumn 1

Autumn 2

What is important to Humanists and Christians?

Why do Hindus want to be good?

Make sense of belief:

- Identify and explain Christian and Humanist beliefs about why people are good and bad.

Understand the impact:

- Make clear connections between Christian and Humanist ideas about being good and how people live.

Make connections:

Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

Make sense of belief:

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.

Understand the impact:

- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.

Make connections:

Reflect on what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Year 6

Spring 1

Spring 2

What kind of person was Jesus and how does he influence how Christians live?

Make sense of belief: • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.

- Explain connections between biblical texts and the concept of the kingdom of God.

Understand the impact:

- Make clear connections between Gospel texts and how Christians live.
- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.

Make connections:

- Articulate their own responses to the idea of the importance of Christian teachings about peace, forgiveness, love and serving the needy in the world today, including in their own lives.

Year 6

Summer 1

Summer 2

Creation and science: conflicting or complementary?

How does faith help people when life gets hard?

Make sense of belief:

- Suggest what *Genesis 1* might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Understand the impact:

- Show understanding of why many Christians find science and faith go together.

Make connections:

- Weigh up how far the *Genesis 1* creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

Make sense of belief:

- Describe ways in which different religions guide people in how to respond to good and hard times in life.

Understand the impact:

- Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.

Make connections:

- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.