



# Religious Education

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## Curriculum Overview

Masefield Primary School



# Religious Education

## Religious Education Careers

Doctor, nurse, national and local government positions, teacher, lecturer, finance and legal firms, charity work, social services work, public relations, advertising, sales and marketing, librarian, museum curator, television presenter, journalist, investment and banking work.



“We may have different religions, different languages, different coloured skin, but we all belong to the human race,”

- Kofi Annan

# Statement of Intent for Religious Education

The delivery of the Religious Education (RE) curriculum at Masefield is rooted in the belief that it both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. At Masefield Religious Education also further supports our commitment to teaching and upholding fundamental British Values.

At Masefield, RE is taught as a discrete subject in order that the development of knowledge and understanding is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality RE teaching.

The school's long term plan for RE follows the guidelines of the Standing Advisory Council on Religious Education (SACRE) for Bolton and sets out the content of teaching within in each year group. This is supported by the school's RE progression document, which demonstrates learning outcomes within each strand of development within an RE unit. Medium term plans are taken from the locally agreed syllabus and short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the RE curriculum provides structured opportunities for pupils of any ability and level of development to:

- acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam and Judaism, each of which is represented in Bolton;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
- develop the ability to make reasoned and informed judgements regarding religious and moral issues with reference to the teachings of the principal religions and non-religious world views;
- enhance their own spiritual, moral, social and cultural development by:
  - developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
  - responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
  - reflecting on their own beliefs, values and experiences in the light of their study;
  - expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
  - recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

# Knowing More and Remembering More in Religious Education

At Masefield, we recognise the importance of retrieval practice in making learning more efficient. Retrieval practice allows our teachers to identify and address gaps in knowledge and check for misunderstandings, whilst simultaneously allowing children to make and strengthen connections between their knowledge and providing firmer foundations for future learning. In Religious Education, all teachers follow these agreed procedures to support the consolidation of prior learning and the incremental development of new learning:

## The beginning of every unit

In order to assess prior knowledge, the teacher will present the children with the previous years' LbQ question set for that topic where applicable.

This low stakes quiz allows children the opportunity to recall and strengthen relevant prior knowledge which then can be built upon over the upcoming lessons. This also allows teachers the opportunity to identify and address any gaps in prior knowledge or misconceptions so that they can accurately adapt their teaching to ensure that children build a strong knowledge of the required content.

## The beginning of every lesson

At the beginning of every lesson, the teacher will refer back to the previous lessons within the sequence of learning. This provides children the opportunity to recall prior knowledge and make connections between this and the new learning in the current lesson.

## The end of each unit

At the end of each unit, the teacher will present the children with the LbQ question set for that unit. This is a low stakes quiz which will assess the children's knowledge of the required content in each unit.

This allows children yet another opportunity to recall and strengthen their learning from this unit. It also provides teachers with a clear picture of children's understanding, which will inform their summative assessments for the unit. This allows the teacher another opportunity to address gaps in knowledge or misconceptions.

## Friday Flashbacks

Through Friday Flashbacks, the teacher will present the children with the LbQ question sets for all the units taught so far that year. These are low stakes quizzes will assess the children's knowledge of the required content in each unit.

This allows children multiple further opportunities to recall and strengthen their learning from previous units. It also provides teachers with a clear picture of children's understanding and how their knowledge and skills are developing incrementally. It allows them multiple further opportunities to address gaps in knowledge or misconceptions.

# Teaching and Learning Delivery Model: Building Knowledge through Challenge

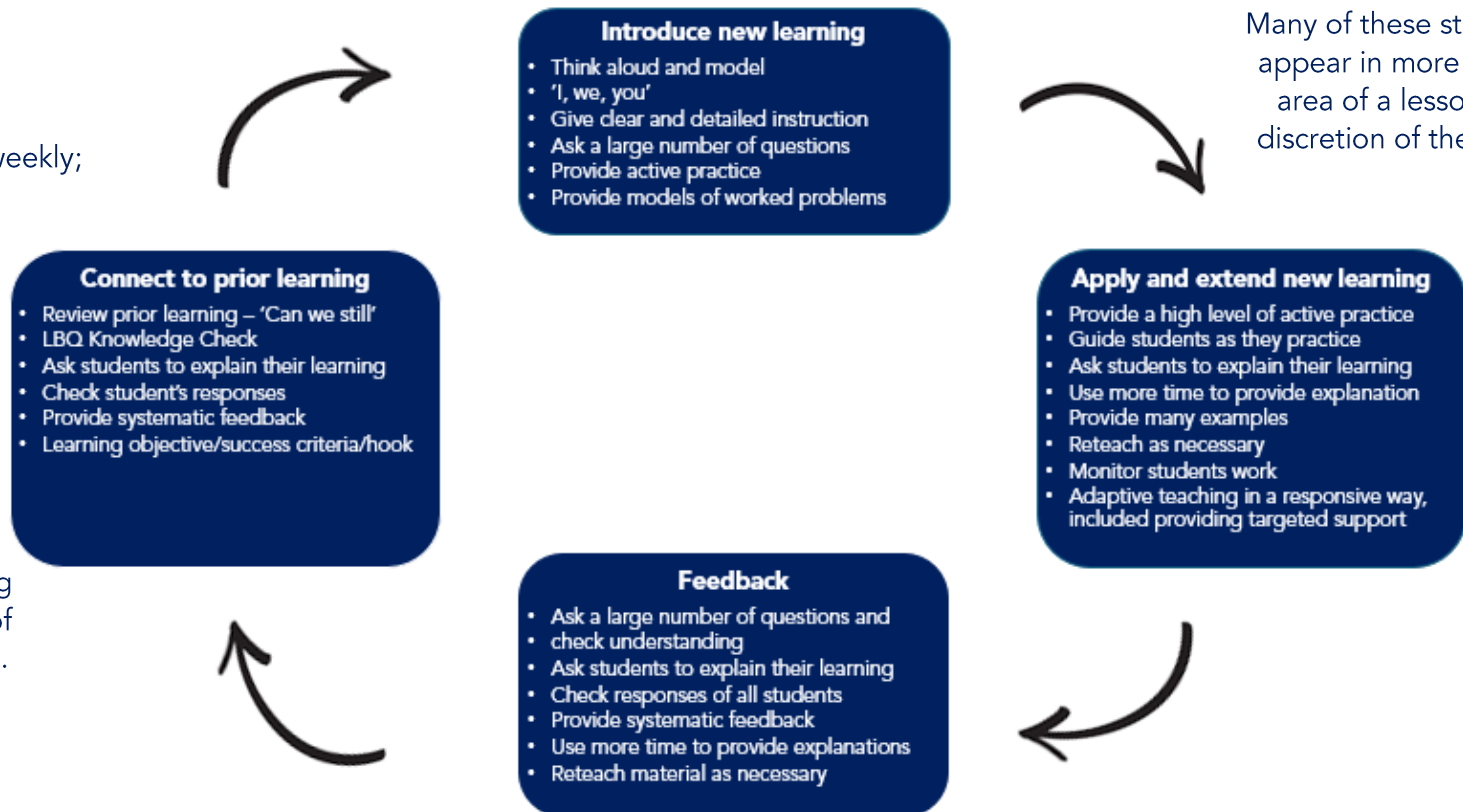


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> <li>✓ Have high expectations for all groups of children</li> <li>✓ Have strong subject knowledge</li> <li>✓ Promote independence</li> <li>✓ Promote confidence</li> <li>✓ Offer praise and encouragement</li> <li>✓ Are enthusiastic and positive about learning</li> <li>✓ Model good learning</li> <li>✓ Offer high quality conversation and talk</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have a distinct knowledge base</li> <li>✓ Are purposeful</li> <li>✓ Are memorable</li> <li>✓ Are active</li> <li>✓ Are engaging</li> <li>✓ Are focussed</li> <li>✓ See children and teachers working as a learning team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase knowledge</li> <li>✓ Develop basic skills</li> <li>✓ Meet children's individual learning needs</li> <li>✓ Broaden and extend experiences</li> <li>✓ Offer an opportunity to try new things</li> <li>✓ Are cross curricular if appropriate</li> <li>✓ Offer first hand experiences through trips or visitors</li> </ul>

## There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

## What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum. The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Explicit Instruction

Adaptive practice:  
Pre-teach or TA support during modelling.

Shared Instruction

Check:  
Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:  
Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

## Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

## During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBO, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	





## SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



## More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g extend more able learners through open-ended questions when providing feedback.





## What is Learning by Questions?

Pupils' use iPads and progress at their own pace and level through high quality Question Sets and receive immediate automatic feedback as they answer. Teachers receive live analysis and results are saved to support assessment and planning. Data is stored automatically to support lesson planning.

## Why do we use it?

Learning by Questions (LbQ) is fully embedded into Masefield's curriculum journey. This evidence based and award winning teaching & learning tool has been fundamental in the significantly above average results at Masefield over the last few years. All teachers and pupils have accounts that allow access to all resources.

## What support do I get?

- Tracked classes set up in the first week of the academic year.
- Every member of staff (teachers and TAs) will receive regular CPD on LbQ, including meeting updates, 1:1 CPD, in class coaching and observations.
- Question Sets are ready made for all subjects, including every foundation subject unit from Year 1 to Year 6.

## Using LbQ in Maths

- 3 tasks completed daily as morning maths - LbQ tasks that start with 'practise'. Basic skills and previous learning only.
- Used as a teaching and learning tool – not assessment.
- Intervention screen should be used regularly to assess pupils understanding and address misconceptions immediately.
- Green button (play) should be used regularly to involve and engage all learners in the lesson.
- Pupils should not get an incorrect answer more than 3 times. The teacher or TA should intervene before this or the pupil must ask for support.
- LbQ to be used as part of the deeper learning within lessons.
- An application of the learning within the lesson must be shown in maths book (usually reasoning and problem solving).

## Using LbQ in Reading

- Used for intervention sessions.
- Used as part of reading in foundation subjects.



## Using LbQ in Science

- Vocabulary question set to be completed before Science Unit.
- Previous topic (if appropriate) to be completed before Science Unit (e.g Year 4 Light question set to be completed before teaching of Year 6 Light topic).
- Investigation question set available to support teaching of fair testing.
- Knowledge Review question set to be used at end of topic – or once teaching sequence completed.

## Using LbQ in Foundation Subjects

- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.

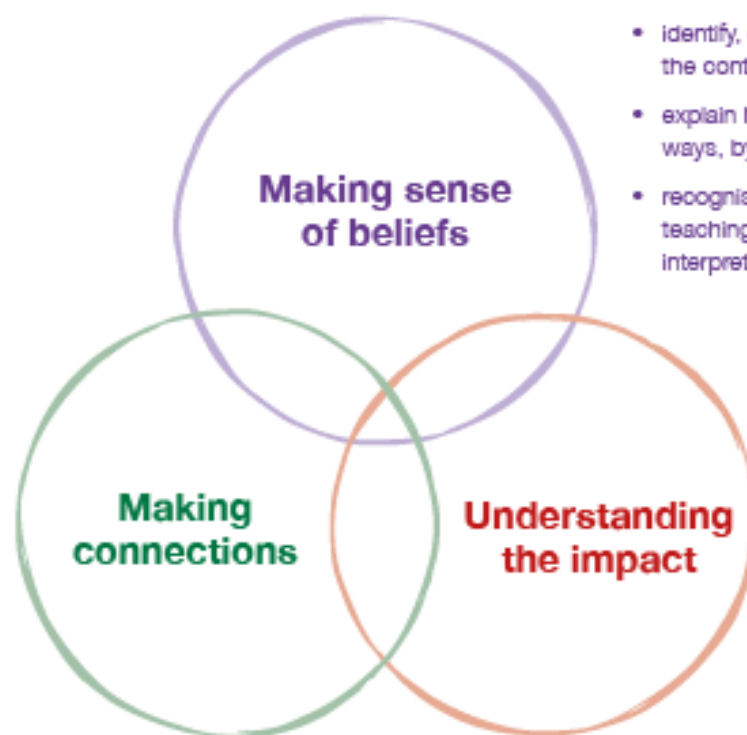


# Long-term Overview for Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	Why is the word 'God' so important to Christians? <i>Creation</i>	Why is Christmas special for Christians? <i>Incarnation</i>	Being Special: Where do we belong? <i>Thematic</i>	Why is Easter special for Christians? <i>Salvation</i>	Which places are special and why? <i>Thematic</i>	Which stories are special and why? <i>Thematic</i>
Year One	Who do Christians say made the world? <i>Creation</i>	Why does Christmas matter to Christians? <i>Incarnation</i>	Who is Jewish and how do they live? <i>Judaism</i>		What do Christians believe God is like? <i>God</i>	What does it mean to belong to a faith community? <i>Thematic</i>
Year Two	What is the 'Good News' Christians believe Jesus brings? <i>Part 1 - Gospel</i>	What is the 'Good News' Christians believe Jesus brings? <i>Part 2 - Gospel</i>	Why does Easter matter to Christians? <i>Salvation</i>		Who is a Muslim and what do they believe? <i>Islam</i>	What makes some places sacred to believers? <i>Thematic</i>
Year Three	What do Christians learn from the Creation Story? <i>Creation</i>	How do festivals and worship show what matters to Muslims? <i>Islam</i>	What is the trinity and why is it important to Christians? <i>Incarnation/God</i>		How do festivals and family life show what matters to Jewish people? <i>Judaism</i>	What is it like for someone to follow God? <i>People of God</i>
Year Four	What kind of world did Jesus want? <i>Gospel</i>	What do Hindus believe God is like? <i>Hinduism</i>	Why do Christians call the day Jesus died Good Friday? <i>Salvation</i>		What does it mean to be a Hindu in Britain today? <i>Hinduism</i>	How and why do people mark the significant events of life? <i>Thematic</i>
Year Five	What does it mean if Christians believe God is Holy and Loving? <i>God</i>	Why is the Torah so important to Jewish people? <i>Judaism</i>	How does following God bring freedom and justice? <i>People of God</i>		What does it mean to be a Muslim today? <i>Islam</i>	Creation and science, conflicting or complimentary? <i>Creation/Fall</i>
Year Six	For Christians, what kind of king is Jesus? <i>Kingdom of God</i>	How do Christians decide how to live? What would Jesus do? <i>Gospel</i>	Why do Christians believe Jesus was the Messiah? <i>Incarnation</i>		Why do Hindus want to be good? <i>Hinduism</i>	What difference does the resurrection make to Christians? <i>Salvation</i>

# Strands within our Religious Education Curriculum

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



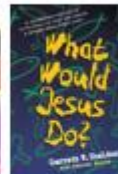
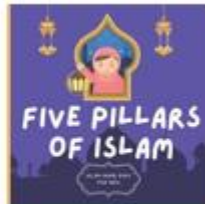
- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

# Religious Education Literature Spine

To support the teaching of RE here at Masfield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them by their teachers for pleasure, to excite and inspire our children and support the development of knowledge and skills in RE.





Year Five

Year Six

<p>3 and 4 Year Olds</p>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>• Begin to understand how others might be feeling.</li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<p>Reception</p>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>• Show themselves as a valuable individual.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspective of others.</li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>
<p>Early Learning Goals</p>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>

# Reception – Autumn 1

## Why is the word 'God' so important to Christians? (Creation)

### The Big Idea:

Christians believe God created the heavens and earth. They believe he did this and read the creation story to remind themselves of this.

### Context for Study:

In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.

### Prior Knowledge Requirements:

- Teacher to determine prior knowledge through discussions with pupils and using activities in continuous provision

### Making Sense of Belief:

- Retell the story of creation, talking about what they say about the world, God, human beings.

### Understanding the Impact:

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

### Making Connections:

- Talk about things they find puzzling or wonderful and also about their own experiences and feelings about the world.
- Talk about what people do to mess up the world and what they do to look after it.

### Vocabulary:

**Christians:** religion based on the life and teachings of Jesus

**God:** Christians believe his is the creator of the universe

**Creation:** bringing something into life

**Adam:** Christians believe he was the first man on earth

**Eve:** Christians believe he was the first woman on earth

**Bible:** Christian words

**Parable:** a simple story to illustrate a spiritual lesson

**Precious:** something of great value

**Jesus:** Christians believe he is the human form of God

**Pearl:** hard material



# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary

## Step 1

### How did God make the world?

- *Lesson 1 RE Resources and PPT*
- **Know a simple version of the creation story.**
- Know why God is important to Christians.

## Step 2

### How do Christians act towards the world?

- *Lesson 2 RE Resources and PPT*
- **Know what Harvest is.**
- Know that it is important to care for our world.

## Step 3

### How do Christians care for the world?

- *Lesson 3 RE Resources and PPT*
- **Know how to care for our world.**
- Give an example of what they can do to help care for the world.

# Sequence of Learning

## Step 4

### What is the Lord's Prayer?

- *Lesson 4 RE Resources and PPT*
- **Know the Lord's Prayer.**
- Know why the Lord's Prayer is important to Christians.

## Step 5

### What is the story: The Precious Pearl

- *Lesson 5 RE Resources and PPT*
- **Know the story of the Precious Pearl.**
- Know this parable teaches many Christians about God's love for them and how God should be the most important thing in a Christian's life.

## Step 6

### Recap and Assessment

- *Lesson 6 RE Resources and PPT - Sticky Knowledge Quiz*

# Year One Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who do Christians say made the world? <i>Creation</i>	Why does Christmas matter to Christians? <i>Incarnation</i>	Who is Jewish and how do they live? <i>Judaism</i>		What do Christians believe God is like? <i>God</i>	What does it mean to belong to a faith community? <i>Thematic</i>
Assessment	Y1 Creation LBQ Question Set	Y1 Incarnation LBQ Question Set	Y1 Judaism LBQ Question Set		Y1 God LBQ Question Set	



## Year One

# Year One – Autumn 1

## Who do Christians say made the world? (Creation)

### The Big Idea:

The first book of the Bible is the book of Genesis which in Chapters 1 and 2 tells Christians the story of how God created the world and everyone in it. This is known as the Story of Creation.

### Context for Study:

Within this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.

### Prior Knowledge Requirements:

- Recap of Early Years unit- why is 'God' so important for Christians (creation)
- Discussion around the importance of the creation story and who Christians believe made the world

### Making Sense of Belief:

- 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

### Understanding the Impact:

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

### Making Connections:

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

### Vocabulary:

**Creation:** the act of God creating the world and everyone in it and everything that has been created by God

**World:** the planet and everything and everyone in it

**Belief:** trust or confidence in something

**Thank:** to express gratefulness for something

**Harvest:** to gather in crops and a Christian celebration

**God:** the all loving and all powerful being that Christians believe created the world and everything in it

**Believe:** to accept that something is true

**Bible:** the holy book for Christians, comprising the Old Testament and the New Testament

**Genesis:** the first book of Moses for Jewish people and the first book of the Old Testament for Christians

**Praise:** to show and express gratitude and thanks to God

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).

## Step 1

### What is the creator of the world like?

- *Lesson 1 RE Resources and PPT*
- **Know what a creator is.**
- Know that Christians believe that God made the world.
- Know the creation story.

## Step 2

### What is the creation story?

- *Lesson 2 RE Resources and PPT*
- **Know what happens on each day of the creation story**

## Step 3

### What might we say to God?

- *Lesson 3 RE Resources and PPT*
- Know there are different versions of the same story.
- **Know that you should care for the world we live in today.**
- Know that Christians thank and praise God for what he has created.

# Sequence of Learning

## Step 4

How can we be thankful?

- *Lesson 4 RE Resources and PPT*
- Know that Christians believe that they can thank, pray to and worship God anywhere.
- **Know what Harvest is.**
- Know how Harvest links to God.

## Step 5

How can we see the creation story?

- *Lesson 5 RE Resources and PPT*
- Know that stories are shared through stained glass windows.

## Step 6

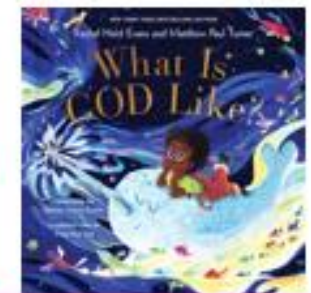
Recap and Assessment

- *Lesson 6 RE Resources and PPT - Sticky Knowledge Quiz*
- **LBO Questions Set**



# Year Two Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What is the 'Good News' Christians believe Jesus brings? <i>Part 1 - Gospel</i>	What is the 'Good News' Christians believe Jesus brings? <i>Part 2 - Gospel</i>	Why does Easter matter to Christians? <i>Salvation</i>		Who is a Muslim and what do they believe? <i>Islam</i>	What makes some places sacred to believers? <i>Thematic</i>
Assessment	Y2 Gospel Part 1 LBQ Question Set	Y2 Gospel Part 2 LBQ Question Set	Y2 Salvation LBQ Question Set		Y2 Islam LBQ Question Set	



Year Two

# Year Two – Autumn 1

## What is the 'Good News' Christians believe Jesus brings? Part 1 (Gospel)

### The Big Idea:

Jesus chose people from many different roles in life to be his Apostles. Jesus often chose people to follow him who were outcasts at the time. One person he chose was man named Matthew who was a tax collector.

### Context for Study:

To know the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Po know about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different world views to consider. This unit is made up of two parts and learning covering the above content will continue in part two.

### Prior Knowledge Requirements:

- Recap to Early Years unit about the word 'God' (Autumn 1)
- Recap to EY's/ Y1 unit about Christmas being special (autumn 2)

### Making Sense of Belief:

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'(Zacchaeus Luke 19: 1 to 10, Mathew the Tax Collector Mathew 9:9-13)
- Recognise that Jesus gives instructions to people about how to behave.
- Give clear, simple accounts of what the Bible texts(such as the story of Matthew the tax collector) mean to Christians.

### Understanding the Impact:

- Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bring good news to the friendless.
- Give at least 2 examples of how Christians put these beliefs into practice in the church community and their own lives (for example: charity and confession).

### Making Connections:

- Think, talk and ask questions about whether Jesus' 'good news' is only good for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

### Vocabulary:

**Christians:** people who follow Christianity and believe Jesus is the Saviour who healed the rift between humanity and God.

**Jesus:** a very important person for Christians; God in the flesh

**Matthew:** a tax collector who Jesus called to follow him and who left his job as a tax collector.

**Fishermen:** people who earn a living through fishing Disciples: a follower of Jesus Tax

**Collector:** a person who collects money on behalf of the Romans at the time of Jesus. Peace: freedom from conflict

**Forgiveness:** when someone is stopped being blamed or punished for something they have done

**Apostles:** the twelve followers of Jesus who went with him during his earthly ministry

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).

## Step 1

### Why was Matthew important to Jesus?

- *Lesson 1 RE Resources and PPT*
- Know the story of Matthew the tax collector. 9:9-13
- Know how Matthew felt when Jesus chose him.
- Know that Jesus' special friends are disciples.

## Step 2

### What is the Gospel and why is it important to Christians?

- *Lesson 2 RE Resources and PPT*
- Know what the 'Good news' that Christians say Jesus brings
- Know about Jesus' disciples.

## Step 3

### What is the importance of forgiveness?

- *Lesson 3 RE Resources and PPT*
- Know the story of Luke 6:37-38
- Know that Jesus taught: 'Forgive and you will be forgiven'

# Sequence of Learning

## Step 4

How did Jesus offer peace to his disciples?

- *Lesson 4 RE Resources and PPT*
- Know the story of the disciples being chosen by Jesus.
- Know that peace with God for Christians is being forgiven

## Step 5

How do Christians try to bring Jesus' 'good news' to others?

- *Lesson 5 RE Resources and PPT*
- Know who Christians turn to when their hearts feel troubled
- Know how St. George's church has helped people for over 90 years.
- Know how to make links to the stories of Jesus.

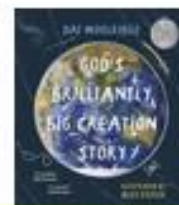
## Step 6

Recap and Assessment

- *Lesson 6 RE Resources and PPT - Sticky Knowledge Quiz*
- LBQ Questions Set

# Year Three Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What do Christians learn from the Creation Story? <i>Creation</i>	How do festivals and worship show what matters to Muslims? <i>Islam</i>	What is the trinity and why is it important to Christians? <i>Incarnation/God</i>		How do festivals and family life show what matters to Jewish people? <i>Judaism</i>	What is it like for someone to follow God? <i>People of God</i>
Assessment	Y3 Creation LBQ Question Set	Y3 Islam LBQ Question Set	Y3 Incarnation/God LBQ Question Set		Y3 Judaism LBQ Question Set	



Year Three

# Year Three – Autumn 1

## What do Christians learn from the Creation Story? (Creation)

### The Big Idea:

The Bible has many stories in it about humanity's relationship with God. These stories together are called the Big Story which starts with the story of Creation in the book of Genesis in the Old Testament.

### Context for Study:

This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.

### Prior Knowledge Requirements:

- Link to EYFS Creation (Autumn 1)
- Who do Christians say made the world? (Year 1 – Autumn 1)

### Making Sense of Belief:

- 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.
- Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world.

### Understanding 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).
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness.

### Making Connections:

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

### Vocabulary:

**Creation:** The beginning of the world and everything in it

**Catholic:** a Christian demonization whose leader is called the Pope

**Big Story:** the story of the Bible from Creation through to Salvation

**Responsibility:** a moral need to take care of something

**Sin:** to do something that goes against God's law or an act which is against God's law

**Steward:** a person who looks after something, in Christianity looking after God's good earth

**Interpret:** to explain or understand the meaning of something

**Genesis:** the first book in the Old Testament which contains the story of Creation and The Fall

**Fall:** when Adam and Eve sinned against God and fell from being close to God

**Temptation:** the feeling of wanting/having to do something you know you should not



# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).

## Step 1

### Where does Creation belong in the 'Big Story' of the Bible?

- *Lesson 1 RE Resources and PPT*
- Know the order of the 'Big Story' - God, Creation, Incarnation, Gospel, Salvation.
- Know that the creation story is from Genesis.

## Step 2

### What kind of world do Christians believe in? What do we mean by good?

- *Lesson 2 RE Resources and PPT*
- Know what God created.
- Know what 'good' and 'very good' things God created are noted in the biblical story.

## Step 3

### How have Christians interpreted looking after the world?

- *Lesson 3 RE Resources and PPT*
- Know how to interpret a biblical text.
- Know that Christians see the world as God's and feel that people should be like stewards or caretakers, looking after God's good earth.

# Sequence of Learning

## Step 4

How do different Christians think about and look after the environment?

- *Lesson 4 RE Resources and PPT*
- Know that there are many denominations of Christianity.
- Know some ways Christians look after the environment.
- Know what Pope Francis wrote about the environment.

## Step 5

What do Christians mean by 'The Fall'?

- *Lesson 5 RE Resources and PPT*
- Know the story of the Fall - watching out for when Adam and Eve were tempted and gave in to the feelings of temptation.

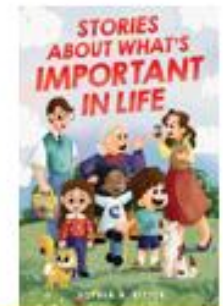
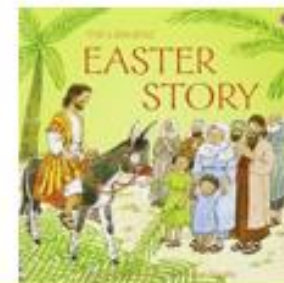
## Step 6

Recap and Assessment

- *Lesson 6 RE Resources and PPT - Sticky Knowledge Quiz*
- LBO Questions Set

# Year Four Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What kind of world did Jesus want? <i>Gospel</i>	What do Hindus believe God is like? <i>Hinduism</i>	Why do Christians call the day Jesus died Good Friday? <i>Salvation</i>		What does it mean to be a Hindu in Britain today? <i>Hinduism</i>	How and why do people mark the significant events of life? <i>Thematic</i>
Assessment	Y4 Gospel LBQ Question Set	Y4 Hinduism LBQ Question Set	Y4 Salvation LBQ Question Set		Y4 Hinduism LBQ Question Set	



Year Four

## What kind of world did Jesus want? (Gospel)

### The Big Idea:

Disciples is a name for those who follow Jesus and believe that he is the Son of God. The clergy are carrying on the role that Jesus gave his disciples to become fishers of men. Evangelists will go out into the world and tell people all about Jesus and his message so they can follow his example and teaching.

### Context for Study:

In this unit, pupils will learn about the concept of 'Gospel'\* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.

### Prior Knowledge Requirements:

- What is the Good News Christians believe Jesus brings?  
(Year 2 – Autumn term)

### Making Sense of Belief:

- Identify texts that come from 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'.

### Understanding the Impact:

- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.

### Making Connections:

- Make links between the importance of love in the Bible stories studied (Jesus calling his disciples, the story of the Leper).

### Vocabulary:

**Jesus:** the second person of the Trinity or the Son, God in the flesh

**Disciples:** the followers of Jesus

**Follower:** a person who supports and admires a particular person

**Clergy:** all of the people who are ordained for Christian ministry

**Galilee:** a lake in Judea around which Jesus did much of his teaching

**Vicar:** a person in charge of a church

**Parable:** a story with a meaning

**Samaritan:** a person from the land of Samaria, a group of people whom the Jewish people disliked.

**Gospel:** the good news about Jesus, a book of the New Testament recounting Jesus' life

**Evangelist:** someone who shares the good news about Jesus through preaching and teaching

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).

## Step 1

### How were Jesus' first disciples chosen?

- *Lesson 1 RE Resources and PPT*
- Know the concept of 'Gospel' tells the story of the life and teachings of Jesus
- Know Matthew 4:18-19 - this text teaches Christians about how some of Jesus' first disciples were chosen.

## Step 2

### How did the disciples feel when they were chosen?

- *Lesson 2 RE Resources and PPT*
- Know how Peter and Andrew felt when Jesus chosen them and what they thought about being fishers of men.
- Know that disciples were chosen to share the Jesus' good news.

## Step 3

### What is an Evangelist?

- *Lesson 3 RE Resources and PPT*
- Know what an Evangelist is - someone who spends their life telling people about Jesus and the good news that they believe Jesus brings.
- Know the skills an evangelist might need.

# Sequence of Learning

## Step 4

How did Jesus response to people who were unwell?

- *Lesson 4 RE Resources and PPT*
- Know the story of Jesus in Mark 1:40-44 where he cured someone with leprosy.
- Know what Christians learn from the story of Jesus and the Leper

## Step 5

How does Jesus teach Christians to act?

- *Lesson 5 RE Resources and PPT*
- Know the key events in Luke 10:25-37- the good Samaritan.
- Know what Jesus is trying to teach his followers about how to act.

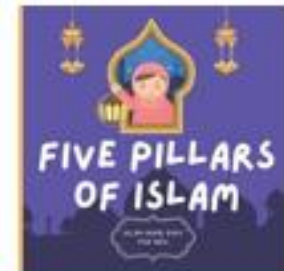
## Step 6

Recap and Assessment

- *Lesson 6 RE Resources and PPT - Sticky Knowledge Quiz*
- LBO Questions Set

# Year Five Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What does it mean if Christians believe God is Holy and Loving? <i>God</i>	Why is the Torah so important to Jewish people? <i>Judaism</i>	How does following God bring freedom and justice? <i>People of God</i>		What does it mean to be a Muslim today? <i>Islam</i>	Creation and science, conflicting or complimentary? <i>Creation/Fall</i>
Assessment	Y5 God LBO Question Set	Y5 Judaism LBO Question Set	Y5 People of God LBO Question Set		Y5 Islam LBO Question Set	Y5 Creation/Fall LBO Question Set



## Year Five

# Year Five – Autumn 1

## What does it mean if Christians believe God is Holy and loving? (God)

### The Big Idea:

Christians use the Bible to explore what God is like, reading many different books in the Old Testament and the New Testament to understand better the nature of God.

### Context for Study:

Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.

### Prior Knowledge Requirements:

- What do Christians believe God is like? (Year 1 – Summer 1)
- What is the trinity and why is it important to Christians? (Year 3 – Spring)

### Making Sense of Belief:

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms

### Understanding the Impact:

- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.
- Show how Christians put their beliefs into practice in worship.

### Making 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.

### Vocabulary:

**Holy:** God is awesome and amazing. God is morally pure and hates sin

**Omnipresent:** God is everywhere

**Omniscient:** God is all knowing

**Believer:** a person who believes and accepts the truth of something

**Eternal:** God created time and is not limited by it – God is outside time

**Loving:** God wants the very best for human beings, He is kind and forgiving

**Omnipotent:** God is all powerful

**Isaiah:** an Old Testament prophet who speaks of the power and holiness of God

**John:** a letter written a few years after the death of Jesus, which is believed to be by one of the disciples

**Testament:** a statement of belief; one of the two sections of the Christian Bible



# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).

## Step 1

### What words do pupils connect to the idea of 'God'?

- *Lesson 1 RE Resources and PPT*
- Know the distinction between knowing about someone and actually knowing them.
- Know ways Christians might get to know God – e.g through prayer
- Know some words Christians use to help them connect with God

## Step 2

### What does the Bible say God is like?

- *Lesson 2 RE Resources and PPT*
- Know how bible texts (Psalm 103, Isaiah 6:1-5, and 1 John 4:7-13) say God is like.
- Investigate a bible text in detail to find key meanings.

## Step 3

### How can ideas of God be expressed in art?

- *Lesson 3 RE Resources and PPT*
- Know how artwork is used to express God.
- Create your own artwork to express the meaning for Christians of the Bible passage that they have chosen.

# Sequence of Learning

## Step 4

How do some Christians respond to a holy and loving God?

- *Lesson 4 RE Resources and PPT*
- Know how Christians may respond to the idea of an omnipotent, loving and holy God.
- Know, for Christians, worship is the whole way that they live their lives.
- Know some worship songs sung by Christians to their God.

## Step 5

How do churches and cathedrals reflect Christian ideas about God?

- *Lesson 5 RE Resources and PPT*
- Know how churches can reflect what God is like.
- Explore ways in which the buildings reflect the Christian ideas of God recalled in the unit's key vocabulary and texts.

## Step 6

Recap and Assessment

- *Lesson 6 RE Resources and PPT - Sticky Knowledge Quiz*
- LBO Questions Set

Year Six Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	For Christians, what kind of king is Jesus? <i>Kingdom of God</i>	How do Christians decide how to live? What would Jesus do? <i>Gospel</i>	Why do Christians believe Jesus was the Messiah? <i>Incarnation</i>		Why do Hindus want to be good? <i>Hinduism</i>	What difference does the resurrection make to Christians? <i>Salvation</i>
Assessment	Y6 Kingdom of God LBO Question Set	Y6 Gospel LBO Question Set	Y6 Incarnation LBO Question Set		Y6 Hinduism LBO Question Set	Y6 Creation/Fall LBO Question Set



Year Six

# Year Six – Autumn 1

## For Christians what kind of king is Jesus? (Kingdom of God)

### The Big Idea:

Throughout his life Jesus told parables to help the people understand what the Kingdom of God was like and to invite people to join his kingdom.

These Biblical stories or parables, such as the stories of The Great Banquet and the Unforgiving Son tell Christians they should accept God's invitation to become part of his kingdom and not to be distracted by things in the world.

### Context for Study:

In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.

### Prior Knowledge Requirements:

- How does following God bring freedom and justice? (Year 5 – Spring)

### Making Sense of Belief:

- To know about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Children will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.

### Understanding the Impact:

- Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant.

### Making Connections:

- Make connections with how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.

### Vocabulary:

**Parable:** a story Jesus told that has a special meaning

**Kingdom:** an area controlled by a King or Queen

**Forgiving:** stopping blaming or punishing someone for that they have done

**Salvation:** being saved or rescued so that humans are no longer separated from God

**Unforgiving:** to continue to blame someone for what they have done

**Banquet:** a very large meal usually for a celebration

**Inheritance:** when something is passed on to someone else

**Social:** being part of society

**Unjust:** not behaving in a way that is morally right or fair

**Biblical:** relating to, or in the Bible

# Sequence of Learning

Step  
0

## Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).

Step  
1

## In Jesus' parables, who is invited into God's kingdom?

- *Lesson 1 RE Resources and PPT*
- Know the parable of the great banquet - Luke 14:12-24
- Know the different groups that are invited into God's kingdom.

Step  
2

## According to Jesus' teachings, how important is forgiveness in God's kingdom?

- *Lesson 2 RE Resources and PPT*
- Know the parable of the unforgiving servant - Matthew 18:21-35
- Know the emotions in the parable above
- Know what difference it would make if everyone practised forgiveness

Step  
3

## How does Christian Aid try to make the world more like God's kingdom?

- *Lesson 3 RE Resources and PPT*
- Know what Christian Aid does and what motivates them
- Know how the work of the charity links to Jesus' kingdom on Earth.
- Make links to the parables that they studied earlier in the unit.

# Sequence of Learning

## Step 4

How do Christians see God's kingdom as being now and in the future?

- *Lesson 4 RE Resources and PPT*
- Know how Christians see God's kingdom in different ways. One way is to see it as making this world a better place. Another is to see it as describing a future eternal perspective – about a future heaven.

## Step 5

For Christians, what are the features of God's kingdom and Jesus' kingship?

- *Lesson 5 RE Resources and PPT*
- Know that in the gospels, Jesus uses everyday items in his stories
- Know the features of God's Kingdom.
- Know the characteristics of Jesus' kingship.

## Step 6

Recap and Assessment

- *Lesson 6 RE Resources and PPT - Sticky Knowledge Quiz*
- LBQ Questions Set