

Keevil CofE Academy RE Curriculum Overview

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS <i>(repeated annually)</i>	Discovery RE: Special People What makes people special? <i>Christianity & Judaism</i>	Understanding Christianity: Incarnation Why do Christians perform Nativity Plays at Christmas?	Discovery RE: Celebrations Discovery RE: Story Time How do people celebrate? What can we learn from Stories?	Understanding Christianity: Salvation Why do Christians put a cross in an Easter Garden?	Understanding Christianity: Creation Why is the word God important to Christians?	Discovery RE: Special Places What makes a place Special?
	<ul style="list-style-type: none"> • The word <i>God</i> is a name. • Christians believe <i>God</i> is Creator of the universe. • Christians believe <i>God</i> made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> • Christians believe <i>God</i> came to Earth in human form as <i>Jesus</i>. • Christians believe <i>Jesus</i> came to show that all people are precious and special to <i>God</i>. 	<ul style="list-style-type: none"> • Chinese New Year is a time when Chinese families get together to celebrate. • They put up lights outside their homes. • Every family buys presents, decorations, food, new clothes and people have their hair cut. • Fireworks are also set off because it is thought that noise and lights will scare away evil. • In Chinese tradition, each year is named after one of 12 animals. • Families clean their homes from top to bottom. 	<ul style="list-style-type: none"> • Christians remember <i>Jesus'</i> last week at Easter. • <i>Jesus'</i> name means '<i>He saves</i>'. • Christians believe <i>Jesus</i> came to show <i>God's</i> love. • Christians try to show love to others. 	<ul style="list-style-type: none"> • Everyone is special for different reasons. • Our special friends might be different to other people's special friends. • Christians believe in <i>God</i>. They believe <i>Jesus</i> is <i>God's</i> son. • Christians believe <i>God</i> loves every human being. • Christians believe <i>God</i> wants people to help everybody, not just their friends and family. 	<ul style="list-style-type: none"> • Christians believe <i>God</i> made our world and so we should look after it. • Church is a special place for Christians to feel close to <i>Jesus</i> and <i>God</i>. • Christians worship and pray in Churches. • Mosques are special places for Muslims. • Synagogues are special places for Jews where they worship and pray to <i>God</i>.

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 Year 1	Understanding Christianity: CREATION 1.2 – Who made the world?	Understanding Christianity: INCARNATION 1.3 – Why does Christmas matter to Christians?	Discovery RE: JUDAISM Y1 Summer 2 – Does celebrating Chanukah make Jewish children feel close to God?	Discovery RE: SALVATION/EASTER Y2 Spring 2 – How important is it for Christians that Jesus came back to life after his crucifixion?	Discovery RE: KINGDOM OF GOD Y1 Spring 1 – Was it always easy for Jesus to show friendship?	Discovery RE: JUDAISM Y1 Summer 1 – Is Shabbat important to Jewish children?
	<ul style="list-style-type: none"> • Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. • Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. 	<ul style="list-style-type: none"> • Pupils know that Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians. 	<ul style="list-style-type: none"> • I can talk about how cards help to mark celebrations. • I can recognise some of the symbols used at Chanukah and start to explain them. • I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God. 	<ul style="list-style-type: none"> • I can say what I believe happens to you when you die and tell you how I remember people close to me. • I can recall what Christians believe happened on Easter Sunday. • I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. 	<ul style="list-style-type: none"> • I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend. 	<ul style="list-style-type: none"> • I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why. • I can start to make a connection between being Jewish and decisions about behaviour.
Keevil Characteristics	Communication: own thoughts, feelings and ways of life with others as well as	Communication: own thoughts, feelings and ways of life with others as well as	Communication: own thoughts, feelings and ways of life with others as well as	Communication: own thoughts, feelings and ways of life with others as well as	Communication: own thoughts, feelings and ways of life with others as well as	Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.

	shares knowledge and improves learning	shares knowledge and improves learning	shares knowledge and improves learning	shares knowledge and improves learning	shares knowledge and improves learning	shares knowledge and improves learning
--	--	--	--	--	--	--

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 Year 2	Understanding Christianity: GOD KS1: 1.1 – What do Christians believe God is like?	Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?	Discovery RE: JUDAISM KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?	Understanding Christianity: SALVATION KS1: 1.5 – Why does Easter matter to Christians?	Discovery RE: PEOPLE OF GOD KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?	Discovery RE: JUDAISM KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?
	<ul style="list-style-type: none"> Pupils know that Christians believe in God and that they find out about him in the Bible. They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you. 	<ul style="list-style-type: none"> Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you. 	<ul style="list-style-type: none"> I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. <p>AND</p> <ul style="list-style-type: none"> I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. <p>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p>	<ul style="list-style-type: none"> Pupils will know that Easter is very important in the 'Big story' of the Bible. Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. Pupils will know that Christians believe in life after death. Pupils will know some of the ways its local church celebrates Easter. 	<ul style="list-style-type: none"> I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason. 	<ul style="list-style-type: none"> I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.

<p>Keevil Characteristics</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>
<p>Lower KS2 Year 2</p>	<p>Term 1</p> <p>Discovery RE: GOD Y4 Summer 2 – Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian’s special place has on him/her. 	<p>Term 2</p> <p>Understanding Christianity: GOSPEL 2a.4 – What kind of world did Jesus want?</p> <ul style="list-style-type: none"> Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man’s neighbour). They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. <p>Discovery RE: CHRISTMAS Y4 Autumn 2 – What is the most significant part of the nativity story for Christians today?</p> <ul style="list-style-type: none"> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me. 	<p>Term 3</p> <p>Discovery RE: HINDUISM Y3 Autumn 1 – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <ul style="list-style-type: none"> I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus. 	<p>Term 4</p> <p>Understanding Christianity: SALVATION 2a.5 – Why do Christians call the day Jesus dies ‘Good Friday’?</p> <ul style="list-style-type: none"> Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday They know that for some Christians today standing up for your faith can risk ridicule and even persecution. 	<p>Term 5</p> <p>Understanding Christianity: PEOPLE OF GOD 2a.2 – What is it like to follow God?</p> <ul style="list-style-type: none"> Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army. 	<p>Term 6</p> <p>Discovery RE: HINDUISM Y3 Summer 1 – How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. <p>Y3 Summer 2 – Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

Keevil Characteristics	Communication is key for expressing ideas, thoughts and beliefs.	Communication is key for expressing ideas, thoughts and beliefs.	Communication is key for expressing ideas, thoughts and beliefs.	Communication is key for expressing ideas, thoughts and beliefs.	Communication is key for expressing ideas, thoughts and beliefs.	Communication is key for expressing ideas, thoughts and beliefs.
------------------------	--	--	--	--	--	--

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Upper KS2 Year 2	Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving?	Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?	Discovery RE: SIKHISM Y5 Spring 1 – Are Sikh stories important today?	Understanding Christianity: SALVATION 2b.7 – What difference does the resurrection make for Christians?	Understanding Christianity: PEOPLE OF GOD 2b.3 – How can following God bring freedom and justice?	Discovery RE : SIKHISM Y5 Autumn 1 – How far would a Sikh go for his/her religion? COMBINED WITH Y5 Summer 1 – What is the best way for a Sikh to show commitment to God?
	<ul style="list-style-type: none"> Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist’s) and can say why i.e. Humanist’s don’t believe God is omnipotent omniscient and eternal because... They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral. 	<ul style="list-style-type: none"> Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. Pupils will know a range of Jesus teachings: The wise and foolish builder’s/the sermon on the mount/the healing of the centurion’s servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary. <p>Discovery RE: CHRISTMAS Y5 Autumn 2 – Is the Christmas story true? OR Y6 Autumn 2 – How significant is it that Mary was Jesus’ mother?</p>	<ul style="list-style-type: none"> I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. 	<ul style="list-style-type: none"> Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. Pupils know that most Christians believe that Jesus resurrection means that death isn’t the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. They can explain why certain things might happen at a Christian funeral. 	<ul style="list-style-type: none"> Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too. 	<ul style="list-style-type: none"> I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.

Keevil Characteristics	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning
-----------------------------------	---	--	--	--	--	--