RE	Autumn	Spring	Summer
R	**ELG People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.**		
	Being special: where do we belong? (Thematic) NATRE unit sequence (3) • Retell religious stories making connections with personal experiences. •Share and record occasions when things have made them feel special. Recall a traditional Christian infant baptism and dedication. • Recall what happens when a baby is welcomed into a religion other than Christianity. **Key texts/religious images/events:** Baptism	**Why is the word 'God' so important to Christians?** **(God- Christianity)** **NATRE unit sequence (1)** Talk about things they find interesting, puzzling or wonderful about the world. • Retell stories, talking about what they say about the world, God, human beings. • Say how and when Christians like to thank their Creator. • Talk about what people do to mess up the world and what they do to look after it. **Key texts/religious images/events:** Ten Commandments/ Creation/	**What places are special and why? (Thematic) NATRE unit** sequence (5) • Talk about somewhere that is special to themselves, saying why. • Recognise that some religious people have places which have special meaning for them. • Begin to recognise that for Christians, Muslims or Jews, special things link to beliefs about God. • Use words to talk about their thoughts and feelings when visiting a church. **Key texts/religious images/events:** Church/ Synagogue, Mosque
	Why is Christmas special for Christians? (IncarnationChristianity) NATRE unit sequence (2) • Talk about people who are special to them • Recall simply what happens at a traditional Christian festival. • Begin to recognise the word 'incarnation'. • Retell religious stories, making connections with personal experiences. **Key texts/religious images/events:**	**Why is Easter special to Christians?** **(Salvation- Christianity) NATRE unit sequence (4)** • Recognise and retell stories connected with celebration of Easter. • Talk about ideas of new life in nature.	**What times/ stories are special and why?** **(Thematic) NATRE unit sequence (6)** • Talk about some religious stories. • Recognise some religious words, e.g. about God. • Identify some of their own feelings in the stories they hear. • Talk about some of the things these stories teach believers.

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	Nativity/Incarnation	• Recognise some symbols Christians use during Holy Week. • Talk about some ways Christians remember these stories at Easter. Christianity as a global faith – Easter carpets and Guatemala **Key texts/religious images/events:** Easter/ Christian Symbols	**Key texts/religious images/events:** Bible/Torah/ Zacchaeus/ Chanukah/ Ten Lepers
Yr. 1/2 Year A/C	Class 1 - KS1		
	Who do Christians say made the world? (Creation-Christianity) NATRE unit sequence (7) • Retell the story of creation and recognise that as the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation. • Read the Jewish Creation story and discuss similarities/differences. **Key texts/religious images/events:** Story of creation from Genesis 1:1-2:3, Jewish story of creation	**What do Christians believe God is like? (God-Christianity) NATRE unit sequence (10)** • Give clear, simple accounts of what the story means to Christians. • Give examples of a way in which Christians show their belief in God as loving and forgiving. • Give examples of how Christians put their beliefs into practice in worship. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. • Give a reason for the ideas they have and the connections they make. **Key texts/religious images/events:** Lost Son	**Who is Jewish and how do they live? (god, Torah, People- Judaism) NATRE unit sequence (9)** • Recognise the words of the Shema as a Jewish prayer. • Retell simply some stories used in Jewish celebrations and identify what these tell us about God. • Give examples of how Jewish people celebrate special times. • Give an example of how some Jewish people might remember God in different ways. • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. **Key texts/religious images/events:** Chanukah, Shabbat, Sukkot
	What does it mean to belong to a faith community? (Thematic) NATRE unit sequence (11) • Recognise that loving others is important and say simply what Jesus and one other religious leader taught about loving other people.	**Who is Jewish and how do they live? (god, Torah, People- Judaism) NATRE unit sequence (9)** • Recognise the words of the Shema as a Jewish prayer. • Retell simply some stories used in Jewish celebrations	**How should we care for the world and for others, and why does it matter? (Thematic) NATRE unit sequence (12)** • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

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	• Give an account of what happens and suggest what the actions and symbols mean in welcome ceremonies. • Identify at least two ways people show they love each other and belong to each other when they get married. • Talk about what they think is good about being in a community and give reasons for their ideas. **Key texts/religious images/events:** Christian/Jewish/Muslim welcome ceremony	and identify what these tell us about God. • Give examples of how Jewish people celebrate special times. • Give an example of how some Jewish people might remember God in different ways. • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. **Key texts/religious images/events:** Chanukah, Shabbat, Sukkot	• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. • Give examples of how and why Christians and Jews can show care for the natural
Yr. 1/2 Year B/D	**Who is Muslim and how do they live?** **(God/Tawhid/ibadah/iman- Islam)** **NATRE unit sequence (15 part 1)** **NATRE unit sequence (17 part 2)** • Recognise the words of the Shahadah and that it is very important for Muslims. • Give examples of how Muslims use the Shahadah to show what matters to them.• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions and put their prayers into action (e.g. care for creation, fast in Ramadan). • Talk about what they think is good for Muslims about prayer, respect, celebration and selfcontrol, giving a good reason for their ideas. **Key texts/religious images/events:** Shahadah, 99 names of Allah		**What is the 'good news' Christians believe Jesus brings?** **(Gospel- Christianity)** **NATRE unit sequence (13 part 1)** **NATRE unit sequence (14 part 2)** • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. • Recognise that Jesus gives instructions to people about how to behave. • Give examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or for anyone. **Key texts/religious images/events:** Matthew the Collector
	Why does Christmas matter to Christians?	**Why does Easter matter to Christians?**	**What makes some places sacred to believers?**

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	(incarnation- Christianity) **NATRE unit sequence (8)** Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. • Decide what they personally have to be thankful for, giving a reason for their ideas. **Key texts/religious images/events:** Nativity/Gospels	**(Salvation- Christianity)** **NATRE unit sequence (16)** • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. • Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter only has something to say to Christians. Christianity as a Global faith – interweaved through unit (Good Friday kites in Bermuda, Palm Sunday in Poland) **Key texts/religious images/events:** Easter, Holy Week/resurrection	**(Thematic)** **NATRE unit sequence (18)** • Recognise that there are special places where people go to worship. • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe and how they worship. • Talk about why some people like to belong to a sacred building or a community. • Think, talk and ask good questions about what happens in a church, synagogue or mosque. **Key texts/religious images/events:** Churches/ mosques/synagogues
Class 2 - Key Stage 2			
Yr 3/ 4 Year A	**What do Hindus believe God is like? (Brahman/atman- Hinduism)** **NATRE unit sequence (27)** • Identify some Hindu deities and say how they help Hindus describe God. • Make simple links between beliefs about God and how Hindus live. • Identify some different ways in which Hindus worship. • 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.	**What is it like for someone to follow God? (People of God- Christianity)** **NATRE unit sequence (19)** • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah.	**For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God Christianity)** **NATRE unit sequence (26)** • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship. • Make links between ideas about the kingdom of God in the Bible and what people believe about following.

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	Key texts/religious images/events: Svetaketu/Ganesh/Diwali/Deities/ Shrines/ murtis	**Key texts/religious images/events:** Noah/ Wedding Ceremony	**Key texts/religious images/events:** Pentecost/ Acts 2/ Holy Spirit
	What is the 'Trinity' and why is it important for Christians? (God/ Incarnation -Christianity) **NATRE unit sequence (20)** • Offer suggestions about what texts about baptism and Trinity mean. • Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live. • Make links between some Bible texts and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. **Key texts/religious images/events:** Gospel/ Trinity/ Baptism	**Why is the Torah so important to Jewish people? (God/ Torah- Judaism) NATRE unit sequence (33)** • Give examples of some texts that say what God is like and explain how Jewish people interpret them. • Make clear connections between Jewish beliefs about the Torah and how they use and treat it. • Explain how and why Jewish beliefs are important to Jewish people today. • Consider the value of tradition, ritual, community, study and worship in the lives of Jews today. **Key texts/religious images/events:** Torah/ Kosher Law/	**What kind of world did Jesus want? (Gospel- Christianity) NATRE unit sequence (25)** • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. • 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. **Key texts/religious images/events: disciples**
Yr 3/ 4 Year B	**What do Christians learn from the Creation story? (Creation/Fall- Christianity) NATRE unit sequence (23)** • Place the concepts of God and Creation on a timeline of the Bible's 'big story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe how and why Christians might pray to God, say sorry and ask for forgiveness. • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. **Key texts/religious images/events:** Creation/ Genesis 1/Genesis 3	**Why do Christians call the day Jesus died 'Good Friday'? (Salvation- Christianity)** **NATRE unit sequence (28)** • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. Make links between the Gospel accounts and how Christians mark the Easter events in their communities. • Describe how Christians show their beliefs about Jesus in worship in different ways. • Raise questions and suggest some answers about	**What can be done to reduce racism? Can religion help?** Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents. Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities. Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.

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		why Christians call the day Jesus died 'Good Friday. **Key texts/religious images/events:** Salvation/ Holy Week/ Gospel / Easter/ Good Friday	**(Key texts/religious images/events:** Statues of Colston and Wesley in Bristol
	How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land- Judaism) NATRE unit sequence (23) • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make links between Jewish beliefs about God and his people and how Jews live. • Describe how Jews show their beliefs through worship in festivals. • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today. **Key texts/religious images/events:** Exodus/ salvation/ forgiveness/ Festivals/	**How do festivals and worship show what matters to a Muslim? (Islam- ibadah) NATRE unit sequence (21)** • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship. • Raise questions and suggest answers about the value of submission and self-control to Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other. f**Key texts/religious images/events:** Surah 1/ Ibadah/ Prayer/ fasting	**How and why do people try to make the world a better place? (Thematic) NATRE unit sequence (24)** • Identify some beliefs about why the world is not always a good place. • Describe some examples of how people try to live. • Identify some differences in how people put their beliefs into action. • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. • Raise questions, suggest answers about the best ways to make the world a better place, making links with religious ideas studied. **Key texts/religious images/events:** Christian sin/tikkun olam/ the charity Tzedek)
Yr 5/ 6 Year C	**What does it mean to be Muslim in Britain today? (Tawhid/iman/ibadah-Islam) NATRE unit sequence (32)** • Describe ways in which Muslim sources of authority guide Muslim living. • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. • Consider the value of e.g. submission, obedience, generosity, self-control and worship.	**What does it mean to be Hindu in Britain today? (Dharma- Hinduism)** **NATRE unit sequence (23)** • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life'.	**How and why do people mark the significant events of life? (Thematic) NATRE unit sequence (30)** • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. • Make links between beliefs about love and commitment and how people in at least two religious traditions live. • Raise questions and suggest answers about whether it is good for everyone to see

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	• Reflect on what it is like to be a Muslim in Britain today. **Key texts/religious images/events:** Q'uran/ Five Pillars/ Hajj/Prophet	• Describe how Hindus show their faith within their families and faith communities in Britain today. • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society. **Key texts/religious images/events:** arti/ bhajans/ mandir/ Diwali/ Dharma	life as a journey, and to mark the milestones. • Give good reasons why they think ceremonies of commitment are or are not valuable today. **Key texts/religious images/events:** Forgiveness/ Salvation/ Freedom/ Commitment
	What does it mean if Christians believe God is holy and loving? (God- Christianity) **NATRE unit sequence (31)** • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God. • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. **Key texts/religious images/events: Bible/ Cathedrals**	**What do Christians believe Jesus did to 'save' people? (Salvation- Christianity) NATRE unit sequence (check!)** • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice. • Make connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Weigh up the impact of sacrifice in their own lives and the world today. • Articulate responses to the idea of sacrifice, recognising different points of view. **Key texts/religious images/events**: Incarnation/ Salvation/ Holy Communion/ Lord's Supper	**How do people from religious and non-religious communities celebrate key festivals? (Christmas)** Identify and describe some core beliefs, values and stories remembered at festivals Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. • Describe how people show what is important to them at a festival in how they mark it. • Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas). Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live. • **Key texts/religious images/events:**
Yr 5/ 6 Year D	**For Christians, what kind of king is Jesus? (Kingdom of God- Christianity) NATRE unit sequence (41)**	**Creation and science: conflicting or complementary? (Creation- Christianity) NATRE unit sequence (34)**	**What do religious and non-religious world views teach about caring for Earth?**

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	• Explain connections between biblical texts and the concept of the kingdom of God. • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. • Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today. • Articulate their own responses to the idea of the importance of love and service in the world today. **Key texts/religious images/events:** God/ Biblical Texts Christians and how to live: What would Jesus do?	• Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, • Show understanding of why many Christians find science and faith go together. • Identify key ideas and comment on how far these are helpful or inspiring. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Christianity as a global faith – What if it is not there tomorrow? William Kamkwamba - Malawi **Key texts/religious images/events:** Genesis 1/ Creation	**(New unit- U2.14- supporting resources to follow from NATRE)** Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. • Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues. Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions. Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world. • **Key texts/religious images/events:**
	Why do Christians believe Jesus was the Messiah? (Incarnation- Christianity) NATRE unit sequence (38) • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true. **Key texts/religious images/events:** Incarnation/ Messiah.	**Why do Hindus want to be good? (Karma/dharma/samsara/moksha-Hinduism) NATRE unit sequence (39)** • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs. • Make clear connections and connect between Hindu beliefs ways in which Hindus live. • Make connections between Hindu beliefs and explain how and why they are important to Hindus.	**What does it mean to be a Humanist in Britain today? (Thematic)** **NATRE unit sequence (36)** **New unit- U2.11- supporting resources to follow from NATRE)** • Define 'theist', 'atheist' and 'agnostic' and give examples that reflect these beliefs. • Identify some data around numbers of nonreligious people • Give examples of ways in which Humanists put their beliefs and values into practice. • Make connections between belief and behaviour in their own lives.

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		• Reflect on what impact belief in karma and dharma might have on individuals and the world. **Key texts/religious images/events:** Samsara/ Moksha/ Dharma/ Karma	**Key texts/religious images/events:** theism/agnosticism/atheism