



Kingfisher RE Curriculum

Curriculum Aims

Our intent in the Kingfisher partnership is that we want our children to have knowledge of the world around them, to understand the beliefs of different faiths and to understand what they themselves believe in. We want our children to show respect to all faiths and to understand the similarities and differences between the faiths. We want the children to be reflective and to be able to hold balanced and informed conversations with others with regards to religion and belief. **How does this subject develop spirituality?**

Within RE we experience wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions. We consider questions about God and evaluating what we see and hear. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life.

Assessment

Assessment in this subject is carried out across the unit of learning. It involves questioning and observations by staff as well as children's self-assessment. Children are given time and encouragement to celebrate successes, as well as think, respond and consider how they would improve next time.

We consider a final assessment at the end of the unit of learning, against the intended learning outcomes. These are uploaded to our shared file to inform planning by teachers and subject leaders.

We use **Understanding Christianity** <https://www.understandingchristianity.org.uk> as a basis for our planning, which is a progressive curriculum. We use 'Big Questions' to support our enquiry based learning and the children explore these questions in a range of ways and by the end of the unit the children can express their answer to the Big Question.

In Key Stage 1 the children focus on Christianity and Judaism. In Key Stage 2 the children learn about Christianity, Muslims and Hindus primarily.

The Diocese of Norwich have helped us to design a curriculum that progresses and has clear expectations of what children should be able to do at the end of each year. We have a two year rolling programme of Big Questions to support our mixed age classes and there is a three year rolling programme for Key Stage 1. We also cover a unit on Philosophy to enable children to think about a variety of issues and develop their skills of discussion and debate. In EYFS, children are given opportunities to share their views and opinions and know that these will be treated with respect. We look to increase their knowledge of the world around them, by sharing artefacts and pictures to allow for discussions. Understanding the world involves guiding children to make sense of their physical world and their community

Kingfisher federation – RE Scheme of Work 2023-2024


Red writing links to Understanding Christianity Units

| | Autumn | Spring | Summer |
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| Robin and Skylarks (R/1/2) | Read school bible verse - create class reflection area Why is light an important symbol? | Where is belief around us? | What do Christians believe God is like? (God) |
| Barn Owls and Mallards (Y3/4) | Read school bible verse - create class reflection area What does it mean to be a Muslim? | Why do Christians call the day Jesus died Good Friday (Salvation) | What kind of world did Jesus want? (Gospel) |
| Golden Eagles and Swan (Y5/6) | Read school bible verse - create class reflection area How can following God bring freedom and justice? (People of God) | Can one person change the world? | Creation and science is it conflicting or complementary? (Creation/Fall) |



| What do the children need to know? | | | | |
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| Kingfisher Ribbons | EYFS | Key Stage 1 | Lower Key stage 2 | Upper Key Stage 2 |
| Making sense of the text (Theology) (developing skills of reading and interpretation, making sense of meanings of texts) | <p>Listen attentively and respond to what they hear with relevant questions, comments</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> | <p>Identify different types of texts within a religious book – eg in the bible, a parable and instructions on how to behave</p> <p>Retell stories from the religious book</p> <p>Give an account of what a text means to the religious believer</p> | <p>Name features of different text types in the religious book, eg parable is a story that has a meaning</p> <p>Make links between texts and concepts studied</p> <p>Offer suggestions about what texts might mean and give examples of what the texts studied mean to the believer.</p> | <p>Identify different types of texts using technical terms accurately.</p> <p>Explain connections between texts and concepts studied using theological terms.</p> <p>Taking account of the context, suggest meanings for the text studied and compare their ideas with ways in which the believer may interpret the text.</p> |
| Understanding the impact (Human and social science) Examining ways a religion responds to texts and how they put their belief into action | <p>Talk about the lives of the people around them</p> <p>Express their ideas and feelings about their experiences</p> | <p>Give examples of how the believer uses the texts to guide their beliefs in their lives and religious community</p> <p>Give examples of how the believer put their beliefs into practice in worship</p> | <p>Make simple links between texts and concepts studied and how a believer lives in their lives and community.</p> <p>Describe how the believer shows their beliefs in worship and the way in which they live</p> | <p>Make clear connections between texts and concepts with what the person believes, how they worship, behave in their lives, community and the wider world.</p> <p>Show they the believer puts their beliefs into action in different ways.</p> |
| Making connections (Philosophy) Evaluating, reflecting on connecting texts studied, make connections between these and their own lives and ways of understanding the world | <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p> <p>Express their ideas and feelings about their experiences</p> | <p>Think, talk and ask questions about whether the text has something that speaks to them and explore different views.</p> | <p>Raise questions and suggest answers about how what they have studied might make a difference to how we think and live.</p> <p>Make links between some of the stories and teaching from the religion and life in the world today, expressing their own ideas.</p> | <p>Identify ideas arising from their studies of texts and concepts and comment on how these are helpful or inspiring and justify their response</p> <p>Weigh up how the ideas, teachings and beliefs relate to the issues, problems and opportunities in their own lives and the world today, developing insights of their own.</p> |

These ribbons are linked into every big question that the children learn about. So in each unit of work they will be making sense of the text, understanding impact and making connections.

|  | Kingfisher RE Curriculum | | | |
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| Key Stage/Big Question | Unit Outcomes | Vocabulary | Assessment | |
| EYFS/KS1 Why does Christmas matter to Christians? (Incarnation) | <p>EYFS Listens to others in one-to-one or small groups, when conversation interests them Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) Beginning to understand <i>why</i> and <i>how</i> questions Uses talk to explain what is happening and anticipate what might happen next Talks about events and principal characters in stories and suggests how the story might end Recognises and describes special times or events for family or friends Value difference through showing genuine interest in and valuing all children's contributions through listening carefully and providing opportunities for children to be fully themselves. Describe events in some detail.</p> <p>Suggested activities <i>Encourage children to talk about their own home and community life</i> <i>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</i></p> <p>KS1 Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians 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 Decide what they personally have to be thankful for at Christmas time</p> | Christian, incarnation, advent, nativity story, Bethlehem, Nazareth, advent wreath, advent calendar. | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS <i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> | |
| EYFS/KS1 Is the Easter story happy or sad? | <p>EYFS Continue developing positive attitudes about the differences between people. Celebrate and value cultural, religious and community events and experiences Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Describe events in some detail.</p> <p>Suggested activities <i>Encourage children to talk about their own home and community life</i> <i>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</i></p> <p>KS1</p> | Celebrations, Celebrate, Palm Sunday, Jesus, Disciple, Jerusalem, Donkey, Colt, Cloaks, Palm branches, Hosanna, last Supper, Betrayal, Arrest, Denial, Sadness, Cross, tomb, risen | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they</p> | |

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| | <p>Identify a special time they celebrate and explain simply what celebration means Retell stories connected with Easter and explain why these are important to Christians Explain what happened at the last supper, and if this part of the story happy or sad To recognise the importance of the cross at Easter and to Christians.</p> | | <p>are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS</p> <p><i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |
| <p>EYFS/KS1 Why do Christians put a cross in an Easter garden?</p> | <p>EYFS Celebrate and value cultural, religious and community events and experiences Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. Understand that some places are special to members of their community. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Describe events in some detail.</p> <p>Suggested activities <i>Encourage children to talk about their own home and community life Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</i></p> <p>KS1 To understand the importance of a palm cross To retell the Easter story in simple terms To name some Easter symbols they may see To think about how the Easter story makes them and Christians feel</p> | <p>Palm Sunday, Easter, Easter garden, cross, palm branches, Hosanna, Good Friday, last Supper, Easter Sunday</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS</p> <p><i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |

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| <p>EYFS/KS1 What does it mean to be Jewish?</p> | <p>EYFS Recognise that people have different beliefs and celebrate special times in different ways. Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. Make connections between the features of their family and other families.</p> <p>Suggested activities <i>Model words and phrases relevant to the area being taught, deliberately and systematically</i> <i>Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions:</i> <i>Using examples from real life and from books, show children how there are many different families.</i></p> <p>KS1 Retell the story of Moses simply Name some of the ten commandments Name the place of worship for Jews and some things you will find there Explain in simple term what Shabbat is Name some of the artefacts used/worn</p> | <p>Jews, Torah, Shabbat, Synagogue, Menorah, Tallit, Kippah, star of David, ten commandments, Moses, plague</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS <i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |
| <p>EYFS/KS1 What do we learn about God from bible stories?</p> | <p>EYFS Enjoy sharing books with an adult. Ask questions about the book. Make comments and share their own ideas. Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Describe events in some detail.</p> <p>Suggested activities <i>Using examples from real life and from books, show children how there are many different families.</i> <i>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</i></p> <p>KS1 To retell the story of the prodigal son To simply explain what the prodigal son story means To share my views about if God is in every story To be able to teach others about God through a story To explain what we and Christians learn about God from Bible stories</p> | <p>Story, Prodigal Son, meaning</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> |

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| | | | <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS</p> <p><i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |
| <p>EYFS/KS1</p> <p>What does it mean to be a Christian today?</p> | <p>EYFS</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Continue developing positive attitudes about the differences between people Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Suggested activities</p> <p><i>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children</i> <i>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</i> <i>Invite trusted people into the setting to talk about and show the work they do.</i></p> <p>KS1</p> <p>understand the things we are good at and things we need to improve on understand what Christians are like understand what it means to be a Christian</p> | <p>Christian, God, Jesus, community, ten commandments, sabbath</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS</p> <p><i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |

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| <p>EYFS/KS1 Who made the world? (Creation)</p> | <p>EYFS Describe what they see and hear. Comment on images of familiar situations in the past. Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary. Express their feelings and consider the feelings of others. Describe events in some detail.</p> <p>Suggested activities <i>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</i> <i>Create opportunities to discuss how we care for the natural world around us</i> <i>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</i></p> <p>KS1 Retell the story of creation from Genesis 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 Give at least one example of what Christians do to say thank you to God for the creation Think, talk and ask questions about living in an amazing world</p> | <p>Genesis, Christian, Creation, God, Jewish, Bible</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS <i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |
| <p>EYFS/KS1 Why is light an important symbol?</p> | <p>EYFS Express their feelings and consider the feelings of others. Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary.</p> <p>Suggested activities Make sure children are encouraged to listen to each other as well as the staff. Provide opportunities for children to tell each other about their work Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences.</p> | <p>Light, Diwali, rangoli, diva lamp, Sama, Rita, Hindu, Hannukah, Jews, Christians, Christingle</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> |

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| | <p><u>KS1</u> Identify things that use light To be able to ask questions Understand what Diwali is Retell story of Rama and Sita Explain why diva lamps are used Understand what Hannukah is Understand what Christingle is</p> | | <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS <i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |
| <p>EYFS/KS1 Where is belief around us?</p> | <p><u>EYFS</u> Express their feelings and consider the feelings of others. Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Continue developing positive attitudes about the differences between people.</p> <p><i>Suggested activities</i> Make sure children are encouraged to listen to each other as well as the staff. Provide opportunities for children to tell each other about their work Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences.</p> <p><u>KS1</u> To understand what a church is and name some of its features To understand what a synagogue is and name some of its features To make simple comparisons between a church and a synagogue To understand what a mosque is and name some of its features</p> | <p>Church, Christian, cathedral, pews, altar, font, pulpit, Methodist, Anglian, Jews, synagogue, Rabbi, Torah, bible, mosque, minbar, prayer hall</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS <i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |
| <p>EYFS/KS1 What Christians believe God is like? (God)</p> | <p><u>EYFS</u> Express their feelings and consider the feelings of others. Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries</p> | <p>Parable, Bible, forgiveness, love, Christian,</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> |

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| | <p>Continue developing positive attitudes about the differences between people.</p> <p>Suggested activities Make sure children are encouraged to listen to each other as well as the staff. Provide opportunities for children to tell each other about their work Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>KS1 To understand what a parable is Retell the story of The Lost Sheep To understand the meaning behind The Lost Sheep Give two examples of how Christians show their belief that God is loving and forgiving Give an example of how Christians put their beliefs into practice To think about if they can learn anything from the story for themselves</p> | | <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> <p>EYFS</p> <p><i>Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.</i></p> |
| <p>LKS2 Why do Christians call the day Jesus died Good Friday?? (Salvation)</p> | <p>To order creation, fall, incarnation, gospel and salvation on a bible timeline To suggest what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean To give examples of what the texts studied mean to Christians To make simple links between the Gospel texts and how Christians mark Easter events in their church communities To describe how Christians show their beliefs about palm Sunday, Good Friday and Easter Sunday</p> | <p>Creation, fall, incarnation, gospel, salvation, resurrection, Gospel, Palm Sunday, Good Friday, Easter Sunday</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |

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| <p>LKS2 What does it mean to be a Muslim?</p> | <p>To understand where in the world we may find people who follow the Islam religion To name some of the key belief of a Muslim To name some key features of a mosque To understand what it is like to go on a Hajj To know the holy book is called Qur'an To know why Ramadan and Eid-al-fitr are important to Muslims</p> | <p>Islam, Muslim, Mosque, Hajj, Qur'an, Ramadan, Eid-al-fitr, arabic</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |
| <p>LKS2 What kind of world did Jesus want? (Gospel)</p> | <p>To identify that the Gospels tell the story of the life of Jesus and be fishers of people To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of people To think about what Jesus' actions towards the leper might mean for a Christian To make simple links between Bible texts and the concept of Gospel meaning Good news To give examples of how Christians try to show love to all, including how members of clergy follow Jesus' teaching To make links between Bible stories studied and the importance of love in the world today, and express your own thoughts</p> | <p>Gospel, fishers of people, disciple, Matthew, New Testament, leper, clergy</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |

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| <p>LKS2 What is it like to follow god? (People of God)</p> | <p>To make clear links between the story of Noah and the idea of covenant To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony To make links between the story of Noah and how we live in school and the wider world.</p> | <p>Noah, promise, covenant, Old Testament, ceremony, Genesis, non-religious, religious</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |
| <p>LKS2 What does it mean to be a Hindu?</p> | <p>To understand where in the world we may find people who follow the Hindu religion To name some of the key beliefs that a Hindu has To know the key features of a Mandir To name the Hindu holy book and how it is used To name some key celebrations they celebrate, eg Holi</p> | <p>Hindu, Mandir, Holi, Hindu God Krishna, mandapa,- prayer space, sanctuary, inner sanctum, Veda – holy book</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |

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| <p>LKS2 What does it mean to be a pilgrim?</p> | <p>To explore the idea of a pilgrimage To explore why pilgrimage is important to faith To understand Christian's beliefs about life after death To understand why Christians go on a pilgrimage to Lourdes To retell the story of Ganges pilgrimage To contrast how pilgrimage for Christians and Hindus is different and the same To understand about pilgrimages in other faiths To understand about Hindu pilgrimage</p> | <p>Pilgrimage, journey, destination, Lourdes, Ganges, Christian, Hindu</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |
| <p>UKS2 How can following God bring freedom and justice? (People of God)</p> | <p>To explain connections between the story of Moses and concepts of freedom and salvation To make clear connections between Bible texts studied and what Christians believe about being people of God and how they should behave To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> | <p>Moses, freedom, justice, vulnerability, Exodus, slavery, ten commandments, atheist, punishment, covenant,</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |

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| <p>UKS2 Can one person change the world?</p> | <p>To begin to understand the life of Jesus To understand how Christianity started and how it has grown To identify why Mother Theresa was an important Christian figure To name some of the ways Mother Theresa lived her life as a Christian To understand how Muslims, think Muhammed changed the world To understand how Sikhs think Guru changed the world To know some things about the life of Rosa Parks, Harriet Tubman Greta Thunberg</p> | <p>Mother Theresa, Greta Thunberg, Rosa Parks, Harriet Tubman, Sikhs, Guru, Muslims, Muhammed,</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |
| <p>UKS2 Creation and science: is it conflicting or complementary (creation/Fall)</p> | <p>To understand the importance of creation on the Bible timeline To identify what type of text some Christians say Genesis 1 is and its purpose To think about what Genesis 1 might mean to Christians and compare with their own ideas To make connections between Genesis 1 and Christians beliefs about God as creator To show an understanding of why many Christians find science and faith go together To identify key ideas arising from their learning of Genesis 1 and how far these are helpful or inspiring and justify your thoughts To weigh up how far genesis 1 is in conflict or complimentary with a scientific account</p> | <p>Creation, conflict, complimentary, Genesis, creator, justify, inspiring</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |

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| <p>UKS2 Do all religions view God in the same way?</p> | <p>To understand my own view of God To understand what God is like for Muslims To understand what God is like for Hindus To be able to compare different views of God</p> | <p>God, Hindu, Muslim, faith, belief, theism, Allah Qur'an, deity, murti, atheist, free will,</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |
| <p>UKS2 What would Jesus do?(Gospel) What did Jesus do to save human beings? (Salvation)</p> | <p>To identify features of Gospel texts To suggest meaning of the Gospel texts To compare your own views with those of Christians To make connections between Gospel texts, Jesus' 'good news' and how Christians live in their Christian community and their individual lives To relate biblical ideas and teachings to the issues, problems and opportunities of their own lives. To understand where incarnation and salvation come on the bible timeline To explain what Christians mean when they say Jesus' death was a sacrifice To compare your own views with Christian views on the thoughts of Jesus' death and resurrection</p> | <p>Commandment, gospel, Matthew, Luke, Mark, John, resurrection, sacrifice, symbolism of bread and wine</p> | <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons.</p> <p>Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.</p> <p>At the end children will respond to the big question through a variety of ways, eg, writing, drawing, oral conversation.</p> |
| <p>Does religion bring peace or conflict?</p> | <p>To understand the terms peace and conflict</p> | <p>Peace, conflict, religion, opinion, debate, compare, contrast</p> | <p>At the start of the unit a topic page is created to recap and make links to</p> |

