

RE Scheme of work 2022 update. 2 Year Rolling Programme

RE scheme Key Stage 1 Even Years

KS/ Term	<u>Even years - Autumn Term</u>	<u>Even years - Spring Term</u>	<u>Even years - Summer Term</u>
KS1	1.1 Who is Christian and what do they believe? (B)	1.2 Who is a Muslim and what do they believe? (B)	1.3 What makes some places sacred? (E)-Christians/ Muslims.
Key Learning	<ul style="list-style-type: none"> Simple ideas about Christian beliefs about God and Jesus e.g. all-powerful, loving, close to every person, forgiving. Express their own big questions about life and God through art, music or drama The importance of Jesus to Christians related to a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. The beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. How Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly 	<ul style="list-style-type: none"> Who God is for Muslims How Muslims talk and represent God The importance of Prophet Muhammad and the Holy Qur'an What the Holy Qur'an teaches Muslims about life Identify the importance of Ramadan How and why Muslims celebrate Eid-ul-Fitr 	<ul style="list-style-type: none"> Identify what makes a place 'sacred' and 'holy' Explore the main features of a Christian church The main features of a Jewish Synagogue or Muslim Mosque The similarities and differences between places of worship The meanings of signs, symbols, artefacts and actions in worship The importance of a sacred place in expressing belief
Key Vocabulary	God, Jesus, Christian, miracle, parable, Bible, prayer, worship, forgiveness, kindness, loving	Allah, Islam, Mosque, Muslim, Qur'an, Prophet, Muhammad, Ramadan, Eid-ul-Fitr, 99 names, calligraphy, fasting, prayer mat, headscarf, prayer beads, compass	sacred, holy, places of worship (PoW), building, church, cathedral, chapel, synagogue, gurdwara, mosque (vocabulary associated with each PoW), signs, symbols, artefacts, actions, belief, worship
	1.3 Who is Jewish and what do they believe? (B)		1.4 What can we learn from Sacred Books? (B) – Christian/ Jewish people.
Key Learning	<ul style="list-style-type: none"> Jewish beliefs about God What Jewish people do at Shabbat and its meaning Key stories and events of Sukkoth or Chanukah or Pesach (choose one) What Jewish festivals remind us about God 		<ul style="list-style-type: none"> The importance of religious stories Compare different sacred books and how they are used Identify what Bible stories teach Christians Identify what stories from the Tenakh or Qur'an teach The significance of Noah for different religions Evaluate the value of sacred books for religion
Key Vocabulary	Judaism, Jewish, God, remembrance, celebration, Mezuzah, Shema, Shabbat, challah bread, Sukkoth, Chanukah, Pesach, festival, synagogue, Torah		Sacred, book, story, respect, morals, message, Bible, Old Testament, New Testament, Tenakh, Torah, Hebrew, Qur'an, Arabic, messenger Prophet Muhammed

Believing (B) – Theology; Expressing (E) – Philosophy; Living (L) – Human and Social Sciences.

RE scheme Key Stage 1 Odd years

	<u>Odd year - Autumn Term</u>	<u>Odd year - Spring Term</u>	<u>Odd year - Summer Term</u>
KS1	<u>1.9 Who is a Hindu and what do they believe? (B)</u>	<u>1.10 What is a Sikh and how do they live? (B)</u>	<u>1.8 How should we care for others and the world, and why does it not matter? (L) <i>Christian/ Jewish people.</i></u>
Key Learning	<ul style="list-style-type: none"> What Hindus believe about God (one God in many forms) The role of different Hindu gods and goddesses The story of Rama and Sita Identify ways Hindus celebrate Diwali and Holi How Hindus worship at home 	<ul style="list-style-type: none"> How Sikhs understand God Identify key teachings in Sikhism The importance of the Guru Granth Sahib The role of the gurdwara Identify the key parts of the Khalsa How Sikh values encourage people to live 	<ul style="list-style-type: none"> Explore the idea of a Creator Learn the events of the Creation story How Christians celebrate God the Creator How a Christian might respond to God the Creator Identify ways Christians show gratitude in their daily lives How we should care for the world How some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area.
Key Vocabulary	Hindu, Hinduism, gods, goddesses, Brahma, Vishnu, Shiva, belief, festival, Diwali, Holi, Rama, Sita, diva lamps, shrine, ritual	Sikhism, Sikh, Guru, gurdwara, Guru Granth Sahib, granthi, Guru Nanak, symbol, artefact, Khalsa, service,	World, creation, God, Creator, Genesis, Bible, Harvest, festival, thank you, gratitude, prayer, grace, responsibility, care, tzedakah, Good Samaritan, charity
	<u>1.11 What can we learn from the life of the Buddha? (B)</u>	<u>1.6 How and why do we celebrate special and sacred times? (E) – <i>Christian/ Jewish people.</i></u>	<u>1.7 What does it mean to belong to a faith community? (L) - <i>Christians, Muslims and Jewish people.</i></u>
Key Learning	<ul style="list-style-type: none"> Recognise that Buddhist follow the Buddha's teachings Who the Buddha (Siddhartha) was and the four stages of his life Recognise the key teachings of the Buddha compassion, harmlessness and meditation Explain what we can learn from the life of the Buddha 	<ul style="list-style-type: none"> Explain the value of celebration and remembrance Identify important celebrations in Judaism The meaning behind Jewish rituals and practices during festivals Identify important celebrations in Christianity and what people do Make links between a Christian story and celebration (Nativity – Christmas) Identify the importance of symbols in celebrations (different religions) 	<ul style="list-style-type: none"> Learn what belonging means Identify symbols of belonging How baptisms and dedications show belonging in Christianity/ Judaism brit bat or zeved habit Islam Aqiqah; How religions welcome members into their faith community How Christian weddings show belonging/ chuppah & ketubah in Jewish weddings Identify the value of religious communities working together - Christian Aid and Islamic Relief
Key Vocabulary	Buddhist, Buddha, Prince Siddhartha, compassion, harmlessness, meditation, the Four Sights, The Great Renunciation, The Noble Search, teachings	celebration, remembrance, celebrate, festival, Judaism, Shabbat, Pesach, Chanukah, Sukkot, ritual, Christianity, Christmas, Easter, Harvest, Pentecost, Nativity, symbols	Belonging, group, religion, symbol, ceremony, infant baptism, dedication, welcome, Aqiqah, brit bat/zeved habat, marriage, wedding, community

Believing (B) – Theology; Expressing (E) – Philosophy; Living (L) – Human and Social Sciences.

RE scheme Lower KS2 Even years

KS/ Term	<u>Even years - Autumn Term</u>	<u>Even years - Spring Term</u>	<u>Even years - Summer Term</u>
LKS2	<u>L2.1 What does it mean to be a Buddhist in Britain? (L)</u>	<u>L2.3 Why is Jesus inspiring to some people?(Easter link) (E)</u>	<u>L2.4 Why do people pray? (E) – Christian, Hindu and Muslim.</u>
Key Learning	<ul style="list-style-type: none"> The significance of the Four Noble Truths The main parts of the Noble Eightfold Path The difference between monks and lay Buddhists The key elements of a Buddhist shrine The importance of the Buddha Rupa (image) The relevance of the Buddha for Buddhists today – the 5 precepts. 	<ul style="list-style-type: none"> What makes a person inspirational to others -identifying characteristics of a good role model. Make connections between some of Jesus’ teachings and the way Christians live today How the events of Holy Week are celebrated by Christians: Palm Sunday, Maundy Thursday, Good Friday services, Easter Day. The most important parts of Easter for Christians and why they are important Simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) Why Christians call Good Friday ‘good’ – incarnation, death, resurrection, salvation, forgiveness How Christians show gratitude to Jesus for saving them – prayer, worship, giving, caring for others, spreading the teaching 	<ul style="list-style-type: none"> Meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra. How Christians, Hindus and Muslims pray The impact of prayer - it helps people feel calm, hopeful, inspired, close to God or challenged
Key Vocabulary	Buddha, teacher, Buddhist, Four Noble Truths, Noble Eightfold Path, monk, lay Buddhist, giving, kindness, harmlessness, meditation, suffering, shrine, Buddha Rupa, enlightenment	Inspiring, Jesus, Holy Week, Easter, Palm Sunday, Good Friday, Easter Sunday, Gospel, incarnation, salvation, forgiveness, resurrection, ascension, gratitude, Holy Spirit, love, fairness, service, sacrifice, joy	Prayer, pray, communication, worship, Christian, Lord’s Prayer, rosary prayer, intercession, church, home, Islam, First Surah of the Qur’an, holy Qur’an, Allah, prayer mat, offering, symbol,
	<u>L2.2 Why is the Bible important to Christians?(B)</u>		<u>L2.9 What can we learn from religions about right and wrong? (L) Christian, Jewish and non-religious people.</u>
Key Learning	<ul style="list-style-type: none"> The Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing The ‘Old Testament’ is Jewish scripture too How Christians use the Bible – for everyday prayer, Bible reading, Bible study, in church. The main stories in the bible The Bible tells them how to live, about what God is like and God’s dealings with humans: creation, the fall, the story of Jesus (incarnation) and salvation 		<ul style="list-style-type: none"> Different religions’ rules for living and how they help believers make decisions The idea of temptation, and how it affects how people choose between good and bad Identify teachings from different religions that give examples of how to live ‘a good life’, How religious faith inspired and guided inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Express ideas about right and wrong, good and bad for themselves Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others
Key Vocabulary	Bible, Old and New Testament, Gospels, Genesis, Creation, Fall, Incarnation, Salvation, Adam and Eve, temptation		Guides, guidance, belief, right, wrong, Ten Commandments, golden rule, temptation, choices, dilemmas, love, forgiveness, honesty, kindness, generosity, service

Believing (B) – Theology; Expressing (E) – Philosophy; Living (L) – Human and Social Sciences.

RE scheme Lower KS2 Odd years

KS/ Term	<u>Odd year - Autumn Term</u>	<u>Odd year - Spring Term</u>	<u>Odd year - Summer Term</u>
LKS2	L2.7 What does it mean to be a Christian in Britain? (L)	L2.5 Why are festivals important to religious communities? (E) <i>Christian/ Hindu and Jewish people.</i>	L2.6 Why do so many people think life is a journey? (E) <i>Christian/Hindu and Jewish people.</i>
Key Learning	<ul style="list-style-type: none"> What Christians do to show their faith, and make connections with some Christian beliefs and teachings Ways in which Christian express their faith through hymns and modern worship songs Reasons why being a Christian is a good thing in Britain today, and reasons why it might be hard sometimes The links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others The similarities and differences between at least two different ways of worshipping in two different Christian churches 	<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals Identify similarities and differences in the way festivals are celebrated within and between religions Retell some stories behind festivals Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs Suggest how and why religious festivals are valuable to many people 	<ul style="list-style-type: none"> Why some people see life as a journey and identify some of the key milestones on this journey (What happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean Why marking the milestones of life are important to Christians, Hindus and/or Jewish people How believers show commitment with their own ideas about community, belonging and belief Explain similarities and differences between ceremonies of commitment
Key Vocabulary	Christian, faith, bible, crucifix, Jesus, grace, prayer, hymns, worship, charity, church, cathedral, Anglican, Catholic, Baptist.	Celebration, festival, significant events, Christmas, Easter, Pentecost, Diwali, Pesach, Rosh Hashanah, Eid, symbols, rituals, values, beliefs, hopes.	Metaphor, journey, milestones, commitment, ceremonies, community, rituals, symbols, marriage, baptism, sacred thread, bat mitzvah.
	L2.8 What does it mean to be a Hindu in Britain today? (L)		L2.1 What do different people believe about God? (B) – Christian/ Hindu.
Key Learning	<ul style="list-style-type: none"> What Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life Ways in which Hindus express their faith through puja, aarti and bhajans Reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes The links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others 		<ul style="list-style-type: none"> Some of the ways in which Christians Hindus and/or Muslims describe God. Retell and suggest the meanings of stories from sacred texts about people who encountered God. How and why it makes a difference in people's lives to believe in God. Identify some similarities and differences between ideas about what God is like in different religions . Why there are many ideas about God Express their own ideas about God through art, music, poetry or drama.
Key Vocabulary	Hindu, murti, puja, Bhagavad Gita, OM symbol, aarti, blessing, temple/ mandir, dharma, moksha, karma, moral duty, bhajans, prashad, deities		God, trust, faith, belief, believers, Trinity (Father, Son and Holy Spirit), Allah, Trimurti, relationship.

Believing (B) – Theology; Expressing (E) – Philosophy; Living (L) – Human and Social Sciences.

RE scheme Upper KS2 Even years

KS/ Term	<u>Even years - Autumn Term</u>	<u>Even years - Spring Term</u>	<u>Even years - Summer Term</u>
UKS2	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st Century) (B)	U2.9 What does it mean to be a Sikh in Britain today? (L)	U2.1 Why do some people believe God exists? (B) – <i>Christian/ non-religious.</i>
Key Learning	<ul style="list-style-type: none"> The role of Jesus and the Gospel Jesus' teaching on how his followers should live Interpretations of two of Jesus' parables and say what they might teach Christians about how to live The impact Jesus' example and teachings might have on Christians today What Jesus would do in relation to a moral dilemma from the world today The links between Jesus' death on the cross and Christian belief in love and forgiveness 	<ul style="list-style-type: none"> How Sikhs understand God The role of Gurus in Sikhism The life and impact of a Sikh Guru The role of the Guru Granth Sahib A significant Sikh festival The impact of key Sikh values on believers today 	<ul style="list-style-type: none"> Different types of belief/ world views about the existence of God Evaluate a Christian's understanding of God Evaluate a non-religious worldview Learn to debate and challenge beliefs The impact of believing in God in the world Learn to discuss other people's viewpoints
Key Vocabulary	Gospel, Jesus, New Testament, Bible, Christian, texts, teachings, parable, narrative, foundations, living, interpretation, sermon, message, community, peace, forgiveness, health, healing, prayer, generosity	Sikh, Sikhism, Guru, gurdwara, Guru Granth Sahib, guidance, Guru Nanak, Guru Gobind Singh, Mool Mantar, Khalsa, Vaisakhi, Divali, festival, service, values, equality	God, theistic, atheistic, agnostic, non-religious, Christian, Humanists, discuss, debate, challenge, impact, viewpoints, worldview
			U2.3 What do religions say to us when life gets hard? (B) – <i>Christian/ Hindu and non –religious.</i>
Key Learning			<ul style="list-style-type: none"> To ask and explore big questions of life How and why religion can help believers when times are hard, Christian, Hindu and/or non- religious beliefs about life after death - similarities and differences The importance of religious ceremonies to mark the end of life Why Christians and Humanists have different ideas about an afterlife Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding
Key Vocabulary			Life, death, life after death, suffering, Christianity, Hinduism, Humanism, judgment, salvation, heaven, karma, soul, samsara, reincarnation, moksha

Believing (B) – Theology; Expressing (E) – Philosophy; Living (L) – Human and Social Sciences.

RE scheme Upper KS2 Odd years

	<u>Odd year - Autumn Term</u>	<u>Odd year - Spring Term</u>	<u>Odd year - Summer Term</u>
UKS2	<u>U2.6 What does it mean to be Muslim in Britain today? (L)</u>	<u>U2.4 If God is everywhere why go to a place of worship?(E). <i>Christian/ Hindu and Jewish people.</i></u>	<u>U2.5 Is it better to express religiousness in arts and architecture? (E) - <i>Christians, Muslims and non-religious people</i></u>
Key Learning	<ul style="list-style-type: none"> The key features of Islam The Five Pillars for Muslims The significance of the Holy Qur'an to Muslims How Muslims understand and represent God The forms of guidance a Muslim uses The key functions of the mosque Religious practices and rituals in a Muslim's daily life 	<ul style="list-style-type: none"> The key features of places of worship How believers feel about places of worship in different traditions The importance of a place of worship for believers How places of worship support believers in difficult times The importance of people in a place of worship, rather than the place itself The value and purpose of places of worship in religious communities 	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) The value of sacred buildings and art Why some believers see generosity and charity as more important than buildings and art - Why some Humanists criticise spending on religious buildings or art Ways in which art and actions can reveal what people believe about God
Key Vocabulary	Allah, Islam, Mosque, Muslim, Qur'an, Sunnah, Hadith, Prophet, Mohammad, Five Pillars of Islam, Shahadah, Salat, Zakat, Sawm, Hajj, Pilgrimage, Arabic, calligraphy, authority, guidance	Places of worship, church, mosque, temple, shrine, Anglican, Baptist, Orthodox, Reform, synagogue, community, value, schul, God	Art, architecture, spiritual, charity, poverty, generosity, impact, stained glass, geometric, spire, calligraphy, representational
	<u>U2.7 What matters most to Christians and Humanists? (L)</u>		
Key Learning	<ul style="list-style-type: none"> What Christians mean about humans being made in the image of God and being 'fallen', Links between human action and Christian ideas Christian and Humanist values - the Humanist 'code for living' The impact of moral codes in life Moral concepts, such as fairness, freedom, truth, honesty, kindness, peace. 		
Key Vocabulary	Christian, Humanist, value, non-religious worldview, secular, welfare, action, good, bad, image of God, sinful, the Fall, code for living, moral concepts, reason, fairness, freedom, truth, honesty, kindness, peace, scientific, ethical		

Believing (B) – Theology; Expressing (E) – Philosophy; Living (L) – Human and Social Sciences.