



RE curriculum overview and skills progress: Awareness Mystery and Value Syllabus

<u>Year Group</u>		Term 1	Term 2	Term 3	Term 4	Term 5/6	Church Days
3	Area of study	<p><i>Why do religious books and teachings matter?</i></p> <p>How religions and beliefs express values and commitments in a variety of written forms and how value is attached to these writings.</p> <p><i>Christmas – Christmas is coming</i></p> <p><i>Prophecies – John the Baptist, Elizabeth, Mary and the Wise Men. God came to a waiting world.</i></p>		<p><i>What does it mean to belong to a religion? Islam</i></p> <p><i>Explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate.</i></p> <p><i>Easter – Servant and King</i></p> <p><i>Maundy Thursday – the Last Supper - Jesus helped and served others</i></p>		<p><i>What can we learn from the life and teaching of Jesus?</i></p> <p><i>Explores aspects of the person, life and teaching of Jesus and how these relate to Christian life, practices, celebrations and the pattern of Christian festivals.</i></p> <p><i>Pentecost – Symbols and Celebrations</i></p> <p><i>The story of Pentecost – the coming of the Holy Spirit is a joyful event for Christians.</i></p>	<i>The church building</i>
	Key questions	<p><i>What different kinds of writing and story are there that are important to religions and beliefs?</i></p> <p><i>Where do the most special kinds of writings and stories come from?</i></p> <p><i>How do communities show that they value special books and writings?</i></p> <p><i>What are the moral messages that can be found in stories from religions and beliefs?</i></p> <p><i>How can I express my beliefs and ideas?</i></p> <p>How does waiting for Christmas make it more special for people then and now?</p>	<p><i>How do members of this faith celebrate and live out their beliefs in:</i></p> <ul style="list-style-type: none"> • <i>The journey of life</i> • <i>Their main festivals and practices</i> • <i>Their faith communities</i> • <i>The wider world</i> <p><i>Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</i></p> <p>Why did Jesus wash the feet of his disciples at the Last Supper?</p>	<p><i>Who is Jesus and what does it mean to follow him today? (Christian, Muslim, Hindu and other answers about the character and status of Jesus).</i></p> <p><i>What did Jesus teach about?</i></p> <ul style="list-style-type: none"> • <i>Love</i> • <i>Sin, forgiveness and redemption</i> • <i>Revenge and peace/reconciliation</i> • <i>Greed and giving</i> • <i>Making a difference</i> • <i>Prayer</i> • <i>Faith and hope</i> • <i>Life after death</i> <p><i>What do the narratives of Jesus’ miracles tell us about some of the bit questions of life?</i></p> <p><i>Why might Christmas, Lent and Easter be important to ourselves as well as Christians?</i></p> <p>How do Christians represent the Holy Spirit in colours and symbols?</p>			
4	Area of study	<p><i>Why are some journeys and places special?</i></p>		<p><i>What does it mean to belong to a religion? Christianity.</i></p>		<p><i>How do people express their beliefs, identity and experience?</i></p>	<i>Advent Workshop</i>



RE curriculum overview and progression of skills

		<p>Explores how religions and beliefs express aspects of life’s journey in a variety of creative ways.</p> <p>Christmas – The Christmas Message</p> <p><i>The appearance of the angels to Zachariah, Mary, Joseph, the shepherds, Herod and the start to the Wise Men. God communicates in different ways with everyone who is willing to hear his voice.</i></p>	<p><i>Explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate.</i></p> <p>Easter – Betrayal and Forgiveness</p> <p><i>The betrayal of Jesus by Judas and Peter. Jesus forgave mankind for his betrayal and death.</i></p>	<p><i>Explores how religions and beliefs employ signs, symbols and the arts to express aspects of human nature.</i></p> <p>Pentecost – the Trinity</p> <p><i>One God – there is only one God who has three parts.</i></p>	
	Key questions	<p>Why do people believe that some places are special? Why do people go on pilgrimage and special journeys? What practices and events are associated with pilgrimage and special journeys? What artistic, symbolic and other expressive work is associated with special journeys and places? How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</p> <p>How does God communicate?</p>	<p><i>How do members of this faith celebrate and live out their beliefs in:</i></p> <ul style="list-style-type: none"> <i>The journey of life</i> <i>Their main festivals and practices</i> <i>Their faith communities</i> <i>The wider world</i> <p><i>Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</i></p> <p>Why was Jesus betrayed by his friends?</p>	<p>How do people express their beliefs, identity and experience using signs, symbols and the wider arts? (art, buildings, dance, drama, music, painting, poetry, ritual, story) Why do some people of faith not use the arts to represent certain things? How and why are “universal symbols” like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? Why are the arts really important for some religions and beliefs? How might I express my ideas, feelings and beliefs in a variety of different ways?</p> <p>What is the Trinity and what are the roles of each part?</p>	
Lower KS2	Investigation of religious and non-religious world views	<ul style="list-style-type: none"> compare different ideas about God and humanity in the traditions studied; ask important questions about the practice of faith and compare some different possible answers; link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied; provide good reasons for the views they have and the connections they make 			
	Knowledge / understanding of Christianity	<ul style="list-style-type: none"> describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection; describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others; describe a way in which some Christians work together locally; describe the importance of the Bible for Christians and give examples of how it is used; provide good reasons for the views they have and the connections they make. 			
	Knowledge / understanding of religions / worldviews	<ul style="list-style-type: none"> describe what believers might learn from the significant texts/writings being studied; describe what some of the arts in the tradition being studied might mean to believers; describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions; describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used; 			



	other than Christianity	<ul style="list-style-type: none"> provide good reasons for the views they have and the connections they make 			
5	Area of study	<p>What is important to me?</p> <p><i>Explores ideas of what it is to be human and relates them to religious and other beliefs.</i></p> <p>Christmas – Journeying</p> <p><i>The Journey to Bethlehem for Mary, Joseph and the three Wise Men.</i></p>	<p>What does it mean to belong to a religion?</p> <p>Hinduism</p> <p><i>Explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate.</i></p> <p>Easter – Anger and Justice</p> <p><i>Jesus’ anger in the temple</i></p>	<p>How should we live and who can inspire us?</p> <p><i>Explores how people’s values and commitments might be demonstrated in the lives of leaders and believers.</i></p> <p>Pentecost – Power</p> <p><i>Peter speaking to the crowd</i></p>	Easter workshop
	Key questions	<p><i>Who am I and what does it mean to be human?</i></p> <p><i>Where do I belong?</i></p> <p><i>What am I worth?</i></p> <p><i>How might stories, hymns, prayers etc help people understand more about themselves and their relationships?</i></p> <p>Why was Jesus born in a poor stable far from home?</p>	<p><i>How do members of this faith celebrate and live out their beliefs in:</i></p> <ul style="list-style-type: none"> <i>The journey of life</i> <i>Their main festivals and practices</i> <i>Their faith communities</i> <i>The wider world</i> <p><i>Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</i></p> <p>Is it ever right to get angry?</p>	<p><i>What positive examples have people given that show us how to live?</i></p> <p><i>What values and commitments have been inspired or been taught by founders of faith or communities, leaders, believers, and specific communities?</i></p> <p><i>How have the actions and examples of people of faith or belief changed our world?</i></p> <p><i>How might we change our lives in the light of the qualities demonstrated by other people?</i></p> <p>How did the power of the Holy Spirit transform Peter? Who influences us today?</p>	
6	Area of study	<p>How do we make moral choices?</p> <p><i>Explores how religious and other beliefs affect approaches to moral issues.</i></p>	<p>What do people believe about life?</p> <p><i>Explore ideas about the natural world and our place in it and relate ideas to religious and other beliefs.</i></p> <p>Easter – Crucifixion and Resurrection</p>	<p>What does it mean to belong to a religion?</p> <p>Judaism</p> <p><i>Explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate.</i></p> <p>Pentecost – The Holy Spirit then and today</p>	St Andrew’s Leavers Day and Service



		<p>Christmas – The Mystery of Christmas</p> <p><i>The Incarnation. The different and inconsistent versions of the Christmas story.</i></p>	<p><i>The first Easter day and Jesus’ later appearances to the disciples</i></p>	<p><i>The change in the lives of the disciples</i></p>	
	<p>Key questions</p>	<p><i>What are moral questions?</i> <i>What are the consequences of the moral choices we make?</i> <i>What people and organisations help in making moral choices?</i> <i>What are the most important moral values and teachings?</i> <i>How do we decide what is right and wrong?</i></p> <p>What does Christmas mean?</p>	<p><i>What feelings do people experience in relation to birth, change, death and the natural world?</i> <i>What answers might be given by ourselves and by religions and beliefs to questions about:</i></p> <ul style="list-style-type: none"> • <i>The origin and meaning of life</i> • <i>Our place in society and the natural world</i> • <i>The existence of God</i> • <i>The experience of suffering</i> • <i>Life after death</i> • <p>What does the resurrection mean to Christians?</p>	<p><i>How do members of this faith celebrate and live out their beliefs in:</i></p> <ul style="list-style-type: none"> • <i>The journey of life</i> • <i>Their main festivals and practices</i> • <i>Their faith communities</i> • <i>The wider world</i> <p><i>Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</i></p> <p>What did the power of the Holy Spirit enable the disciples to do and what was the response of different community groups?</p>	
<p>Upper KS2</p>	<p>Investigation of religious and non-religious worldviews</p>	<ul style="list-style-type: none"> • describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview; • ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief; • ask important questions about social issues and suggest what might happen depending on different moral choices; • provide good reasons for the views they have and the connections they make. 			
	<p>Knowledge and understanding of Christianity</p>	<ul style="list-style-type: none"> • make links between Jesus’ life and teaching and different forms of Christian action, such as in rituals and charitable acts; • describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal ‘spiritual’ experience; • describe how Christians express beliefs about Jesus as ‘Son of God’ and ‘Saviour’ in worship and art; • describe and compare different ideas Christians may have about salvation and life after death with reference to key texts; • provide good reasons for the views they have and the connections they make. 			
	<p>Knowledge and understanding of religions or worldviews other than Christianity</p>	<ul style="list-style-type: none"> • make links between some texts and symbols from religion and belief and guidance on how to live a good life; [Units 1, 3, 6, 9] • describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities; [Units 10, 11, 12] • describe and compare different ways of demonstrating a commitment to a tradition of religion and belief; [Units 10, 11, 12] • describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts; [Units 5, 7, 8] • provide good reasons for the views they have and the connections they make. 			