

Golden Threads – love, special and community		
EYFS		
Autumn Celebrating: Celebrating birthdays	Spring Special: Special clothes Celebration: New life	Summer Special: Special places Special: Special things
<p><b>Celebrating: Celebrating birthdays</b></p> <ul style="list-style-type: none"> <li>• talk about their own responses to celebrating birthdays</li> <li>• identify how their feelings about celebrating relate to their lives</li> <li>• talk about the concept of <b>celebration</b> in relation to Jesus' birth</li> <li>• recognise that Christians celebrate Jesus' birth</li> <li>• talk about the importance of celebrating for Christians</li> </ul>	<p><b>Special: Special clothes</b></p> <ul style="list-style-type: none"> <li>• talk about their own responses to special clothes</li> <li>• identify how their feelings about special clothes relate to their lives</li> <li>• talk about the concept of <b>special</b></li> <li>• recognise that Christians and Hindus wear special clothes at certain times</li> <li>• talk about the importance of special clothes for Christians and Hindus.</li> </ul> <p><b>Celebration: New life</b></p> <ul style="list-style-type: none"> <li>• communicate their feelings about celebrations of new life.</li> <li>• listen to others and share their feelings about celebrations.</li> <li>• identify what a celebration is.</li> <li>• engage with ways that Christians celebrate new life at Easter.</li> <li>• respond to the idea of celebrations.</li> </ul>	<p><b>Belonging: Special places</b></p> <ul style="list-style-type: none"> <li>• talk about their ideas about special places</li> <li>• identify how their ideas about special places relate to their own lives</li> <li>• identify and talk about the concept of <b>specialness</b> in relation to special places</li> <li>• recognise that the church is a special place for Christians</li> <li>• talk in simple terms about the importance of the church as a special place for Christians</li> </ul> <p><b>Special: Special things</b></p> <ul style="list-style-type: none"> <li>• share their experiences of special things</li> <li>• listen to others sharing their feelings about special things</li> <li>• recognise what special means</li> <li>• recognise that the Cross is special to Christians and that the are special to Hindus</li> <li>• respond to the idea of special things within Christianity and Hinduism</li> </ul>

Year 1/2 RE Curriculum		
Autumn Ideas about God (Christian & Hindu) Angels at Christmas	Spring <b>Community:</b> Generosity (dāna) Easter: Belief	Summer Change:People Jesus Met <b>Special:</b> Christian & Hindu food
<p>Children will know by the end of this unit: <b>Angels at Christmas</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms their responses to the idea of angels</li> <li>Identify simple examples of how their responses to the idea of angels relate to their own and others' lives</li> <li>Identify and talk about the idea of angels</li> <li>Simply describe ways in which the idea of angels is expressed by Christians</li> <li>Evaluate angels by describing in simple terms their value to believers and by talking about an issue raised</li> </ul> <p><b>Ideas about God (Christian and Hindu)</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms their responses to the idea of God</li> <li>Simply describe how Christians and Hindus think of God</li> <li>Evaluate ideas about God by describing in simple terms the concept of God for believers</li> <li>Identify simple examples of how their responses to the idea of God relate to their own and others' lives</li> <li>Identify and talk about the concept of God</li> <li>Evaluate God as a concept by describing in simple terms their value to believers</li> </ul>	<p>Children will know by the end of this unit: <b>Generosity (dāna)</b></p> <ul style="list-style-type: none"> <li>express creatively their response to their own experiences of community</li> <li>recognise their responses in relation to giving to their community.</li> <li>recognise what has been taught about community and how it is used within Hindu traditions.</li> <li>recognise how community is represented within the Hindu tradition of dāna.</li> <li>In simple terms, they recognise the value of community to people who celebrate Hindu Traditions</li> </ul> <p><b>Easter: Belief</b></p> <ul style="list-style-type: none"> <li>identify and talk about the concept of belief</li> <li>simply describe ways in which the concept of belief is expressed by Christians at Easter</li> <li>evaluate the concept of belief by describing in simple terms its importance to Christians in the Easter story</li> <li>describe in simple terms their response to the concept of belief</li> <li>identify simple examples of how belief relates to their own lives and those of others.</li> </ul>	<p>Children will know by the end of this unit: <b>Special: Christian &amp; Hindu food</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms their responses to special food</li> <li>Simply describe some of the special food in different religions.</li> <li>Explore the symbolism of foods associated with Hindu festivals</li> <li>Simply describe the symbolism and significance of bread and wine in the Christian communion</li> <li>Evaluate the importance of special food in religion</li> </ul> <p><b>Change: People Jesus met</b></p> <ul style="list-style-type: none"> <li>Simply describe what does change mean</li> <li>Know how Jesus changed people</li> <li>Simply describe the way Jesus changed people</li> <li>In simple terms recognise change for them and consider how they feel about things that change</li> <li>explain anything they would like to change</li> </ul>

Year 3/4 RE Curriculum		
Autumn	Spring	Summer
Judaism: Wisdom Christianity: Faith	Judaism & Christianity: Trees as a symbol Christianity: <b>Love</b> - Cross as a symbol	Judaism: <b>Belonging</b> - Identity - Purim Christian: Death ceremonies
Children will know by the end of this unit: <b>Judaism: Wisdom</b> <ul style="list-style-type: none"> <li>explain the meaning of the concept wisdom, and give examples of who and what has the right to guide them.</li> <li>explain how people have different ideas about what wisdom is.</li> <li>explain ideas about what wisdom is.</li> <li>explain how the people believe the Torah contains wisdom.</li> <li>evaluate, by explaining, the importance of this wisdom in the world today.</li> </ul> <b>Christianity: Faith</b> <ul style="list-style-type: none"> <li>describe the meaning of the term faith</li> <li>describe how the concept of faith is expressed in the birth narratives</li> <li>evaluate by describing the importance of faith in this story for Christians</li> <li>describe a personal response to the concept of faith</li> <li>describe examples of how faith might affect their own lives or the lives of others.</li> </ul>	Children will know by the end of this unit: <b>Christianity: Love-Cross as a symbol</b> <ul style="list-style-type: none"> <li>Explain the meaning of the concept <i>symbol</i></li> <li>Explain how and why the <i>symbol</i> of the cross is used by Christians</li> <li>Explain the importance of the <i>symbols</i> to Christians</li> <li>Explain their own responses and ideas about <i>symbols</i></li> <li>Explain example of how feelings and responses to <i>symbols</i> affect their own and others' lives.</li> </ul> <b>Judaism &amp; Christianity: Trees as a symbol</b> <ul style="list-style-type: none"> <li>describe their own response to trees as symbols</li> <li>describe examples of when the tree symbol is used/is useful</li> <li>describe what the word symbol means</li> <li>describe how the symbol of a tree is used in Christianity and Islam</li> <li>describe the importance of the tree as a symbol to Christians</li> </ul>	Children will know by the end of this unit: <b>Judaism: Identity – Purim</b> <ul style="list-style-type: none"> <li>describe the meaning of identity</li> <li>describe how Jews express the concept of identity at Purim</li> <li>describe the importance of identity to Jews</li> <li>describe their own responses to identity</li> <li>describe examples of how their identity affects their's and others' lives.</li> </ul> <b>Christian: Death ceremonies</b> <ul style="list-style-type: none"> <li>describe in simple terms their response to the idea of a death ceremony for a leaf</li> <li>identify simple examples of how the idea of death ceremonies affects their lives and the lives of others</li> <li>identify and discuss the meaning of the word ceremony</li> <li>describe simply how Christians perform death ceremonies</li> <li>describe in simple terms the importance of death ceremonies to Christians.</li> </ul>
Year 5/6 RE Curriculum		
Autumn	Spring	Summer
Islam & Christianity: Power Christianity: Incarnation	Islam & Christianity – <b>Special</b> -Creation (Stewardship)	Christianity – <b>Love</b> -WW2 (Sacrifice) Islam – <b>Belonging</b> - Rites of Passage

	Christianity: Jesus the law breaker (Law)	
<p>Children will know by the end of this unit:</p> <p><b>Islam &amp; Christianity: Power</b></p> <ul style="list-style-type: none"> <li>• Explain what people might mean by <i>power</i>.</li> <li>• Explain how God's <i>power</i> is significant for Christians and Muslims.</li> <li>• Explain the significance of believers' interpretations of God's <i>power</i>.</li> <li>• Explain their own personal response to the concept of <i>power</i>.</li> <li>• Explain how <i>power</i> affects their own and other people's lives.</li> </ul> <p><b>Christianity: Incarnation</b></p> <ul style="list-style-type: none"> <li>• Explain the Christian concept of incarnation</li> <li>• Explain how the birth narratives reflect the incarnation for Christians</li> <li>• Explain the significance of the incarnation to Christian believers and describe some of the issues it raises</li> <li>• Explain a personal response to the concept of incarnation</li> <li>• Explain how the idea of incarnation might affect their own and others' lives.</li> </ul>	<p>Children will know by the end of this unit:</p> <p><b>Christianity: Law - Jesus the law breaker</b></p> <ul style="list-style-type: none"> <li>• Explain what people mean by laws and how they compare with rights and rules.</li> <li>• Explain how Jesus' attitude to the Law is significant within the Easter story.</li> <li>• Evaluate, by explaining, the value of Jesus' attitude to laws and wider issues about laws</li> <li>• Explain a personal response to the concept of laws and law-breaking</li> </ul> <p>Explain the concept of laws to their own and others' lives.</p> <p><b>Islam &amp; Christianity – Creation (Stewardship)</b></p> <ul style="list-style-type: none"> <li>• describe the concept <i>creation</i></li> <li>• describe the Christian and Islam creation stories</li> <li>• describe why they think Christians and Muslims value these stories</li> <li>• describe their response to concept <i>creation</i></li> <li>• describe examples of how their response to <i>creation</i> relates to their own and others' lives.</li> </ul>	<p>Children will know by the end of this unit:</p> <p><b>Islam – Rites of Passage</b></p> <ul style="list-style-type: none"> <li>• Explain a personal response to the concepts of rites of passage and can explain what events have been important in their journey of life so far</li> <li>• Explain how the concept of a life on journey marked by rites of passage can be applied in their own and others' lives</li> <li>• Explain the term 'rites of passage'</li> <li>• Explain the meaning of the Muslim naming ceremony and the Hajj</li> <li>• Evaluate, by explaining, the importance and relevance of rites of passage to believers</li> </ul> <p><b>Christianity – WW2 (Sacrifice)</b></p> <ul style="list-style-type: none"> <li>• Explain what sacrifice means.</li> <li>• Explain how Christians believe that Jesus sacrificed his life for the human race.</li> <li>• Evaluate, by explaining, the importance and relevance of sacrifice to Christians, and what they think about this.</li> <li>• Explain a personal response to the concept of sacrifice</li> <li>• Explain how the concept can be applied in their own and others' lives</li> </ul>
<b>Disciplinary Knowledge</b>		

**Cycle A**

**Cycle B**

Year 1/2 RE Curriculum		
Autumn	Spring	Summer
<p><b>Creation</b> – why is the creation Story important to Christians?</p> <p><b>Symbolism</b> – Why is light important in religion (Hinduism, Diwali, Christianity, Advent)</p>	<p><b>Love</b> – Why are stories from the Bible/Gospel important for Christians?</p> <p><b>Salvation</b> – Why is the Easter story happy and sad?</p>	<p><b>Belonging</b> – how do religious people show they belong to their faith?</p> <p><b>Fame</b> – Why is Jesus famous?</p>
<p>Children will know by the end of this unit:</p> <p><b>Creation – Why is the Creation story important to Christians?</b></p> <ul style="list-style-type: none"> <li>Know that Christians believe that... God created the Universe. the Earth and everything in it are important to God. God has a unique relationship with humans as their Creator and Sustainer. humans should care for the world because it belongs to God.</li> <li>Know the Creation story is part of the Bible and at the beginning of the book.</li> <li>tell the story of Creation.</li> <li>know how Christians put their beliefs about Creation into practise in Church Worship (Harvest).</li> <li>talk and ask questions about whether creation story has something to say to me, and can explore different ideas.</li> </ul> <p><b>Symbolism – Why is light important in religion (Hinduism, Diwali, Christianity, Advent)</b></p>	<p>Children will know by the end of this unit:</p> <p><b>Salvation- Why is the Easter story happy and sad?</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms their response to happy and sad experiences</li> <li>Identify simple examples of how their responses to sad and happy relate to their own and others’ lives</li> <li>Describe in simple terms the meaning of sad and happy</li> <li>Simply describe ways in which Christians remember sad and happy at Easter</li> <li>Describe in simple terms the value of salvation to Christians and remembering the sad and happy parts</li> </ul> <p><b>Gospel – Why are stories from the Bible important for Christians?</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms what a story is.</li> <li>Simply describe how story is used by religious people</li> </ul>	<p>Children will know by the end of this unit:</p> <p><b>Belonging – How do religious people show they belong to their faith</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms what belonging means</li> <li>Identify ways that Christians show they belong</li> <li>Identify ways that Hindus show they belong</li> <li>Evaluate how important it is to Christians and Hindus to feel that they belong</li> <li>Simply describe responses to belonging and its importance to their own life</li> </ul> <p><b>Fame – Why is Jesus famous?</b></p> <ul style="list-style-type: none"> <li>simply describe what <i>fame</i> means</li> <li>simply describe how <i>fame</i> applies to religious leaders</li> <li>simply describe the importance of Jesus’ (and others’) <i>fame</i> to Christians (and other believers)</li> </ul>

<ul style="list-style-type: none"> <li>• know what symbolism is</li> <li>• simply describe the use of light as a symbol within Christianity and during the time of Advent</li> <li>• simply describe how Hindus use light during the Diwali festival</li> <li>• simply describe what it means for Jesus to be seen as the 'Light of the World.'</li> <li>• simply describe the symbolism of light to their own life and consider its importance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe in simple terms the value of story to religious people</li> <li>• Describe simply their response to story</li> <li>• Identify simple examples of how their response to story affects their own and others' lives</li> </ul>	<ul style="list-style-type: none"> <li>• simply describe* their responses to <i>fame</i></li> <li>• simply describe* how <i>fame</i> could affect your life and the lives of others.</li> </ul>
Year 3/4 RE Curriculum		
<p style="text-align: center;"><b>Autumn</b></p> <p style="text-align: center;">Judaism: Ritual Sukkot Christianity: Images</p>	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;">Judaism: <b>Community</b> - Freedom Christianity: <b>Special</b> - Ritual</p>	<p style="text-align: center;"><b>Summer</b></p> <p style="text-align: center;">Judaism: Expression of faith Christianity: Creation stories</p>
<p>Children will know by the end of this unit:</p> <p><b>Judaism: Ritual Sukkot</b></p> <ul style="list-style-type: none"> <li>• Describe the concept of ritual</li> <li>• Describe the rituals practised during Sukkot by Jewish people</li> <li>• Evaluate the significance of ritual by describing the value of the Sukkot rituals for Jewish people and by describing an issue raised</li> <li>• Describe their own responses to rituals in their experience</li> <li>• Describe examples of how their responses to rituals can be applied to their own and others' lives.</li> </ul> <p><b>Christianity: Images</b></p> <ul style="list-style-type: none"> <li>• Express a personal response to the concept of image</li> </ul>	<p>Children will know by the end of this unit:</p> <p><b>Judaism: Freedom- Passover and Moses</b></p> <ul style="list-style-type: none"> <li>• Describe, in simple terms, their own responses and feelings to the concept of freedom</li> <li>• Describe, in simple terms, how their responses can be affected by different circumstances</li> <li>• Describe, in simple terms, the meaning of freedom</li> <li>• Describe, in simple terms, how freedom is expressed in Judaism</li> <li>• Describe, in simple terms, the value of freedom to Jews and identify an issue raised.</li> </ul> <p><b>Christianity: Ritual – Pascal candle</b></p> <ul style="list-style-type: none"> <li>• describe the meaning of the concept of <i>ritual</i></li> </ul>	<p>Children will know by the end of this unit:</p> <p><b>Christianity: Creation Stories</b></p> <ul style="list-style-type: none"> <li>• Describe the concept creation</li> <li>• Describe the Christian and Hindu creation stories</li> <li>• Describe why they think Christians and Hindus value these stories</li> <li>• Describe their own response to the concept Creation</li> <li>• Describe examples of how their response to creation relates to their own and others' lives</li> </ul> <p><b>Judaism: Expression of faith</b></p> <ul style="list-style-type: none"> <li>• Describe how the Ten Commandments express a relationship with God and a guide for living.</li> <li>• Describe some Jewish beliefs about God.</li> </ul>

<ul style="list-style-type: none"> <li>To give examples of how images can influence the stereotypes we have in society and how we can best challenge them</li> <li>Describe how angels are portrayed in images</li> <li>Describe the role of angels in the Nativity story and the images that portray this.</li> <li>Describe the importance of images of angels to themselves and Christians.</li> </ul>	<ul style="list-style-type: none"> <li>describe how Christians use the Paschal Candle in a <i>ritual</i> to remember the resurrection of Jesus</li> <li>evaluate the importance of the <i>ritual</i> by describing the value of the ritual to Christians and by identifying an issue raised</li> <li>describe their own responses to <i>rituals</i> in their own experience</li> <li>describe examples of how their response to <i>rituals</i> applies in different situations, in theirs and others' lives.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the mezuzah identifies the Jewish home</li> <li>Evaluate the importance of Jewish artefacts including; Torah, Yad, Mezuzah, Tallit, Kippah, Menorah.</li> <li>Describe Shabbat and the Friday night meal Kasher (food laws)</li> <li>Evaluate the importance of gratitude expressed in, for example, blessings before and after meals</li> </ul>
Year 5/6 RE Curriculum		
<p style="text-align: center;"><b>Autumn</b></p> <p style="text-align: center;">Islam: <b>Community</b> - Five Pillars Christianity: Prophecy (Magi)</p>	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;">Justice: Stories of Justice Christianity: Resurrection</p>	<p style="text-align: center;"><b>Summer</b></p> <p style="text-align: center;">Avatar: Stories of Vishnu (Hinduism) Christianity: Leadership</p>
<p>Children will know by the end of this unit:</p> <p><b>Christianity: Prophecy (Magi)</b></p> <ul style="list-style-type: none"> <li>Explain a personal response to the concept of prophecy</li> <li>Explain how prophecy might affect their own lives</li> <li>Explain the meaning of prophecy</li> <li>Explain the significance of prophecy within the story of the Magi's gifts</li> <li>Evaluate by explaining the importance of the prophecy in this story for Christians</li> </ul> <p><b>Islam: Five Pillar (Submission to the will of Allah, leading to peace)</b></p> <ul style="list-style-type: none"> <li>Express a personal response to the concept of Islam.</li> <li>Explain how the concept of Islam, marked by customs and beliefs, can be applied in their own and others' lives.</li> </ul>	<p>Children will know by the end of this unit:</p> <p><b>Justice: Stories of Justice</b></p> <ul style="list-style-type: none"> <li>Explain what the concept of <i>justice</i> means.</li> <li>Explain how <i>justice</i> is significant in the stories of Christians and Muslims.</li> <li>Explain the value of <i>justice</i> to Christians and Muslims and identify and explain issues raised</li> <li>Explain their own response to <i>justice</i>.</li> <li>Explain how <i>justice</i> can be applied in own and others' lives.</li> </ul> <p><b>Christianity: Resurrection</b></p> <ul style="list-style-type: none"> <li>Explain what is meant by resurrection.</li> <li>Explain how resurrection is significant within the Easter story and how this is expressed through art.</li> </ul>	<p>Children will know by the end of this unit:</p> <p><b>Avatar: Stories of Vishnu (Hinduism)</b></p> <ul style="list-style-type: none"> <li>Explain in detail what people mean by avatar.</li> <li>Explain in detail how the concept of avatar is significant in Hinduism.</li> <li>Evaluate, by explaining, the value Hindus place on avatars.</li> <li>Explain their own responses to the concept of avatar.</li> <li>Explain with some examples how people will have different ideas about the concept of avatar and the sort of issues this might raise</li> </ul> <p><b>Christianity: Leadership</b></p> <ul style="list-style-type: none"> <li>explain the concept of leadership</li> </ul>



<ul style="list-style-type: none"> <li>• Explain how the 5 Pillars of Islam are marked in Islam.</li> <li>• Evaluate, by explaining, the importance and relevance of the 5 pillars to believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate, by explaining, value of people's interpretations of resurrection</li> <li>• Explain their own response to the concept of resurrection through painting</li> <li>• Explain people will have different ideas about the concept of resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>• explain how the concept leadership is contextualised within the lives of Jesus and Hitler</li> <li>• evaluate the concept of leadership by describing its value to the followers and by identifying and describing some issues raised</li> <li>• explain their own responses to the concept of leadership</li> <li>• explain how their response to the concept of leadership is applied in their own lives and the lives of others</li> </ul>
<b>Disciplinary Knowledge</b>		
Empty space for content		