



Curriculum Overview: RE

Reception



**Where do we belong?**  
 This unit explores different groups that people belong to. The children will learn about Christian and Muslim welcoming ceremonies.

**Why is Christmas special for Christians? (Incarnation)**  
 This unit explores the word 'Incarnation' as the Christian belief that God came to earth as Jesus.






**Why is the word God so important to Christians? (God)**  
 This unit explores the wonders of nature. The children will discuss ways that Christians thank their creator God.

**Why is Easter special to Christians? (Salvation)**  
 This unit looks at new life in nature and links this to the Christian belief of new life through Jesus' death and resurrection.

**What places are special and why? (Church visit)**  
 This unit explores religious places of worship and non-religious buildings. The children will also visit the local church.

**What times/stories are special and why?**  
 This unit explores stories from the Christian Bible and the Jewish Torah.



				
<p><b>Who do Christians say made the world? (Creation)</b> This unit explores the Christian/Jewish story of creation. The children will explore ways that Christians say thank you for creation.</p>	<p><b>What do Christians believe God is like?</b> This unit explores the parable of 'The Lost Son' and the Christian belief in God being both loving and forgiving.</p>	<p><b>Who is Jewish and how do they live?</b> This is a double unit that explores the Jewish celebrations of Shabbat and Chanukah. The children will make links from these festivals to Jewish beliefs about God and how they live their lives.</p>	<p><b>What does it mean to belong to a faith community?</b> This unit explores the concept of 'love' amongst religious and non-religious communities. The children will also visit the local Baptist church.</p>	<p><b>How should we care for the world and for others, and why does it matter?</b> This unit explores the Christian and Jewish story of Creation. The children explore ways that both religious and non-religious people care for the world and why.</p>



Year 2

Year 2					
<p><b>Declaration of Faith</b></p> <p>أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ  <b>I bear witness that there is no god besides Allah</b>          وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ  <b>and I bear witness that Muhammad is His servant and messenger.</b></p> <p><small>[Sahih Muslim Book 9, Hadith 50; Sunan Nasai Vol. 1, Book 1, Hadith 148]</small></p>					<p><b>PLACE OF WORSHIP</b></p>
<p><b>Who is a Muslim and how do they live?</b>          This unit explores the importance of Allah and the Prophet Muhammad for Muslims.</p>	<p><b>Why does Christmas matter to Christians? (Incarnation)</b>          This unit explores the importance of Christmas for Christians and those who are not.</p>	<p><b>Who is a Muslim and how do they live? (Part 2)</b>          This unit explores 'The Five Pillars' of Islam,</p>	<p><b>Why does Easter matter to Christians? (Salvation)</b>          This unit explores the concept of 'Salvation' and makes links to the stories of Holy Week and Easter.</p>	<p><b>What is the 'good news' Christians believe Jesus brings? (Gospel)</b>          This unit connects stories from the Gospels to ways that Christians follow Jesus' teachings.  <b>Cathedral Visit</b></p>	<p><b>What make some places sacred to believers?</b>          This unit compares Muslim and Christian places of worship and a chance to reflect on their visit to Worcester Cathedral.</p>



Year 3



**What do Christians learn from the creation story? (Creation/Fall)**

This unit explores the stories of Creation and Fall from the Bible and ways that Christians live their lives because of these stories.

**What is it like for someone to follow God? (People of God)**

This unit makes links between the story of Noah and the idea of a covenant, including Christian wedding ceremonies.

**How do festivals and worship show what matters to a Muslim?**

This unit makes links between Muslim beliefs about God and ibadah (worship).

**How do festivals and family life show what matters to Jewish people?**

This unit makes links between Jewish beliefs about God, the Exodus and how Jews live. **(Synagogue Visit)**

**What kind of world did Jesus want? (Gospel)**

This unit explores 'love' in Bible stories and ways that Christians follow Jesus' teachings.

**How and why do people try to make the world a better place?**

This unit further explores the concept of 'sin.' It also looks at how religious and non-religious people try to make the world a better place.



Year 4



**What do Hindus believe God is like?** This unit makes links between Hindu beliefs about God and how Hindus live.

**What is the 'Trinity?' and why is it important for Christians? (God/Incarnation)** This unit explores how Christians show their beliefs about God and the Trinity in worship.

**What does it mean to be a Hindu in Britain today? (Dharma)** This unit explores how Hindus show their faith within their families and community, in Britain today. (Hindu Temple visit)

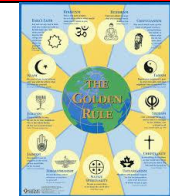
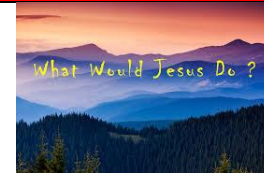
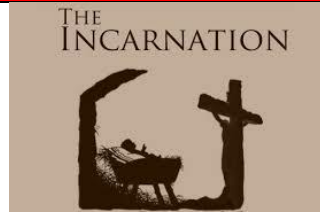
**Why do Christians call the day Jesus died 'Good Friday?' (Salvation)** This unit recognises that Christians believe Jesus came to 'save' or 'rescue' people.

**For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)** This unit makes links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.

**How and why do people mark the significant events of life?** This unit makes links between the ideas of love, commitment and promises in religious and non-religious ceremonies.



Year 5



**What does it mean if Christians believe God is holy and loving? (God)**  
 This unit explores biblical texts to gain ideas of Christian beliefs about God and how that can be seen in the building of cathedrals.

**Why do Christians believe Jesus was the Messiah? (Incarnation)**  
 This unit explores how Christians put their beliefs about Jesus' Incarnation into practice, in different ways, at Christmas.

**What does it mean to be a Muslim in Britain today? (Tawhid, Iman, ibadah)**  
 This unit makes connections between Muslim beliefs and Muslim ways of living in Britain, supported with a trip to a local mosque.

**How do Christians decide how to live: 'What would Jesus do?' (Gospel)**  
 This unit makes connections between Christian teachings and the issues, problems and opportunities in the world today.

**Why is the Torah so important to Jewish people?**  
 This unit explores how Jewish people put their beliefs into practice in different ways.

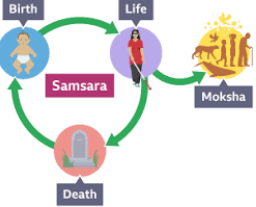

**What matters most to Humanists and Christians?**  
 This unit makes connections between Christian and Humanist ideas about being good and how people live.



# St. John's CE Primary

Year 5 and 6 share a unit which runs over the year called 'What can be done to reduce racism? Can religion help?'

## Year 6

					
<p><b>Creation and science: conflicting or complementary? (Creation)</b> This unit explores Christian interpretations of the story of creation from the Bible and scientific accounts.</p>	<p><b>What does it mean to be a Humanist in Britain today? (Separate Christmas lesson)</b> This unit explores the core values that motivate Humanists and how they put their beliefs into practise.</p>	<p><b>Why do Hindus try to be good?</b> This unit makes connections between Hindu beliefs and how they put these beliefs into practise.</p>	<p><b>What do Christians believe Jesus did to 'save' people? (Salvation)</b> This unit makes connections between Christian belief in Jesus' death as a sacrifice and how Christians put their beliefs into practise.</p>	<p><b>For Christians, what kind of king is Jesus? (Kingdom of God)</b> This unit relates the Christian 'Kingdom of God' model of loving others and serving the needy to issues, problems and</p>	<p><b>What do religious and non-religious world views teach about caring for the earth?</b> This unit explores responses to environmental issues from</p>



# St. John's CE Primary

				opportunities in the world today.	various views and beliefs.
--	--	--	--	---	-------------------------------