



St Mark's C of E Primary School: Medium Term Planning

Religious Education: Cycle B Autumn Term

EYFS (Nursery)

	Unit	Essential Vocabulary	End-point Knowledge
			What knowledge should children have gained by the end of the unit? Are the children be Making sense of the beliefs, Understanding the Impact and Making Connections?
	N1	<i>Every day signs such as-</i> stop, go, story, tell, book, special, me, I, they, them, God, world, create, same, different, family, baby, grown up, love, prayer	<ul style="list-style-type: none"> • I know that I am part of the school family and so is the church. • I know who Rev Ness is and some things about the work she does. • I know that everybody is different and everybody is special. • I know that Christians believe that God created the world and that we should look after all living things. • I know that we should treat all others with kindness. • I know that I can talk to God by saying a prayer. • I know that not everybody believes in God. • I know that there are times of the year that are special to different people such as Christmas, Diwali, Easter. • I know that there are different ways to celebrate.

LOVING, GROWING and SUCCEEDING TOGETHER

EYFS (Reception)

Autumn 1	Being Special: Where do we belong?	Bible, Christianity, celebrations, baptism, church, Jesus, God, religion, Islam, Judaism, Buddhism, Hinduism	<ul style="list-style-type: none"> • I know that the Bible is made of stories from Christianity. I can Retell religious stories making connections with personal experiences. • I know that occasions such as birthdays can make people feel special. • I know what happens at a traditional Christian infant baptism and dedication. • I know what happens (simply retold) when a baby is welcomed into other religions- Islam, Judaism. <p><i>To be adapted to Dudley Statutory content once published</i></p>
Autumn 2	F2 INCARNATION : Possible focus question: Why is Christmas special for Christians? <i>(Understanding Christianity)</i>	Christmas, Nativity, festival, Incarnation, born, star, shepherds, frankincense, myrrh, gold, Mary Joseph, angel Gabriel, earth, story journey, special, important, Bethlehem, donkey, stable, innkeeper	<ul style="list-style-type: none"> • I know who the people that are special to me are. • I know what makes these people special to me. • I know what happens at the traditional Christian festival of Christmas. • I know that the word 'incarnation' as describing the belief that God came to Earth as Jesus. • I can re-tell the Christmas story making links to real life experiences such as journeys.

	Unit	Essential Vocabulary	End-point knowledge What knowledge should children have gained by the end of the unit? This will be the focus of retrieval.
Autumn 1	<p>1.2 CREATION: Who Made the World? Harvest</p> <p>(Understanding Christianity)</p>	<p>Creator, creation, Earth, New Testament, Bible, Genesis, Adam, Eve, temptation, church, world, Christian, responsibility, covenant</p>	<ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • 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. (Stewardship) • CHRISTIANS BELIEVE: <ul style="list-style-type: none"> ○ God created the universe. ○ The Earth and everything in it are important to God. ○ God has a unique relationship with human beings as their Creator and Sustainer. ○ Humans should care for the world because it belongs to God.
Autumn 2	<p>What is it like to be part of a faith community?</p> <ul style="list-style-type: none"> • Baptism • Prayer • Key religious symbols 	<p>Christian, church, symbol, cross, faith, candle, Star of David, baptism, christening, dedication font, Godparents, church family, welcome, relationship, covenant, ceremony, vicar/ priest</p>	<ul style="list-style-type: none"> • I can show an awareness that some people belong to different religions. • I can talk about what is special and of value about belonging to a group that is important to me. • I can recognise and name some symbols of belonging from my own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. • I can give an account of what happens at a traditional infant baptism/ dedication and suggest what the actions and symbols mean. • I can identify 2 ways people show they belong to each other when they get married. • I can respond to examples of co-operation between different people. • I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. • I can identify some similarities and differences in the ceremonies studied. <p><i>To be adapted to Dudley Statutory content once published</i></p>

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Autumn 1	2a.1: CREATION/ FALL: What do Christians learn from the creation story? (Understanding Christianity)	Genesis, creation/creator, Ten Commandments, Old Testament, disobedient, punished, punishment, responsibility, temptation, tempted, prodigal son	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]
Autumn 2	How do festivals and family life show what matters to Jewish people? <ul style="list-style-type: none"> Bar/Bat Mitzvah Sukkot Rosh Hashanah Hanukkah 	Shabbat, Exodus, Rosh Hashanah, Yom Kippur, Shofar, Tashlich, Passover, Talmud, Siddur, Hannukah, Moses, Bar Mitzvah, Bat Mitzvah	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. <p><i>To be adapted to Dudley Statutory content once published</i></p>

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Autumn 1	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Five Pillars recap • Pilgrimage • How faith impacts working/living etc (dress) 	<p>Allah, Islam, Hajj, mihrab, mosque, Muslim, Prophet, Qibla, Quran, Salah, Sawn, Shahada</p>	<ul style="list-style-type: none"> • I can describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims • I can identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live • I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • I can describe and reflect on the significance of the Holy Qur'an to Muslims • I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • I can make connections between the key functions of the mosque and the beliefs of Muslims • I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life • I can answer the title question from different perspectives, including my own <p><i>To be adapted to Dudley Statutory content once published</i></p>
Autumn 2	<p>2b.4 INCARNATION Was Jesus the Messiah? Christmas</p> <p>(Understanding Christianity)</p>	<p>Messiah, incarnation, prophet, messenger, disciple, New Testament, gospel, miracles</p>	<ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. <ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh.

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| | | <ul style="list-style-type: none">• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)• Christians see Jesus as their Saviour (See Salvation). |
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LOVING, GROWING and **SUCCESSING TOGETHER**