



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
N1	<p><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</p>	<p style="text-align: center;">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?</p> <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)

Spring 1	<p>What times/stories are special and why?</p> <ul style="list-style-type: none"> • Rama and Sita • Lost Sheep 	<p>Diwali Rama Sita The lost sheep Shepherd bible torah Festival of light Celebration</p>	<ul style="list-style-type: none"> • I know and can re-tell in simple terms the story of Rama and Sita. • I know and can re-tell in simple terms the story of The Lost Sheep. • I have experienced the stories referred to below and know that these stories teach believers things (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. • I know what a sacred text is and can list the Bible and the Torah as examples.
Spring 2	<p>F3 SALVATION: Why is Easter special for Christians? (Understanding Christianity)</p>	<p>Easter The cross Jesus Ash Wednesday Holy Good Friday Palm leaves Easter Sunday Bible</p>	<ul style="list-style-type: none"> • I know the Easter story and can retell it. • I know why Easter is a special time for Christians. • I know some of the symbols Christians use during Holy week such as palm leaves, cross, eggs and can make connections with new life and nature. • I know some of the ways that Christians remember these stories when celebrating Easter.

	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.
Spring 1	1.1 GOD: What do Christians believe God is Like? (Understanding Christianity)	group, belonging, religion community, similar, Christian baptism, font, church, sins godparents, represent	<ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.
Spring 2 and Summer 1	Who is Jewish and how do they live? • Artefacts including Torah • Passover • Yom Kippur	Mezuzah, Torah, Jewish, Shabbat, challah bread, Kiddush cup, siddur, Sabbath, synagogue, sukkot, Chanukah/Hannukah, Passover, Yom Kippur, dreidl, latkes, miracle, shofar horn, Rosh Hashanah, repentance.	<ul style="list-style-type: none"> • I can talk about the fact that Jewish people believe in God. • I can recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) • I can talk about the mezuzah in the home reminds Jewish to talk about God. • I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • I can ask some questions about believing in God and offer some ideas of their own. • I can make links between some Jewish teachings and how Jewish people live. • I can express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.

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Spring 1	2a.2 PEOPLE OF GOD: What is it like to follow God? (Understanding Christianity)	Covenant, relationship, promise, special, Noah, commands, chosen, command, rainbow, faith. (Names of people of God – Abraham, Sarah, Isaac)	<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. • The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises.
Spring 2	How do festivals and worship show what matters to a Muslim? • Ramadan • Eid • Home worship	Islam, Ramadan, Eid, Mecca, 5 Pillars, Pilgrimage, Qur'an, Hajj, Mohammed, Allah.	<ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas

UKS2

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Spring 1	2b.1: GOD: What does it mean if God is Holy and Loving? (Understanding Christianity)	Respect Prayer Praise Singing Hymns Forgiveness Omnipotent Omnipresent Omniscient Eternal Holy Spirit Holy Trinity	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.
Spring 2	Buddhism/Sikhism overview study	Buddha, Tipitaka The Three Jewels The Three Signs of Being The Four Noble Truths The Noble Eight-fold Path Wesak, Guru, Guru Granth Sahib, Langar, Sukhmani Sahib Bani, Reincarnation Kara, Nisham Sahib, Khanda Kirpan, Kachera, Kanqha	<ul style="list-style-type: none"> I can identify the values found in stories and texts I can suggest ideas about why humans can be both good and bad, making links with Christian ideas I can describe what Christians mean about humans being made in the image of God and being 'fallen' giving examples I can describe some Christian and Humanist values simply I can express my own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view I can give examples of similarities and differences between Christian and Humanist values

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	Kesh, Ik Onkar, Gurdwara halsa, Vaisakhi	<ul style="list-style-type: none">• I can apply ideas about what really matters in life for themselves including ideas about fairness, freedom, truth, peace, in the light of their learning
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