



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

Religious Education: Cycle B Summer 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 Nigel is and some things about the work he 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.

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EYFS (Reception)

Summer 1	F1 GOD/ CREATION: Why is the word 'God' so important to Christians? (Understanding Christianity)	God, creation, feelings, nature, world, Sun, stars, water, sky , light, dark, animals, plants, Adam and Eve, Garden of Eden	<ul style="list-style-type: none">• I know how to talk about the things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world.• I know that some stories teach us about the world, God, human beings• I know about the wonders of the natural world and in talking about them I am expressing ideas and feelings• I know how and when Christians like to thank their Creator• I know what people do to mess up the world and what they do to look after it.
Summer 2	What is a good friend and how can I be one?	friends, friendship, kind, caring, values, respect, trust, courage, perseverance, honesty, loving, growing, succeeding, together, sharing, turn taking	<ul style="list-style-type: none">• I know that stories from different religions can teach me about friendship.• I know that our school vision and values support us to make and keep friendships.• I can name some of the school's values and explain how they help me have relationships with my friends.

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KS1

	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 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.
Summer 2	What makes some places sacred to believers? • Synagogue • Mosque	<p>sacred, worship, praise, thanks help, forgiveness</p> <p>church, font, candles, pulpit, lectern, Bible, Christians synagogue, bimah, Ark, Eternal Light, Torah Scrolls, kippah, tallit Jews mosque, prayer mat, Mecca, mihrab, minaret, wudu,</p> <p>music hymn</p>	<ul style="list-style-type: none"> • I can recognise that there are special places where people go to worship, and talk about what people do there. • I can identify at least 3 objects used in worship in two religions. Identify special objects and symbols found in a place. • I can identify special objects and symbols, found in a place where people worship' and say something about what they mean and how they are used. • I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/ or synagogues show what people believe. • I can describe some of the ways in which people use music in worship, and talk about how different kinds of music make me feel. • I can ask good questions during a school visit about what happens in a church, synagogue or mosque. • I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. • I can show that I have begun to be aware that some people regularly worship God in different ways and in different places.

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	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.
Summer 1	2a.4 GOSPEL: What kind of world did Jesus want? (Understanding Christianity)	Gospel, Good News, God, Jesus, teaching, Peter, Andrew, John, James, leprosy, Good Samaritan, Christian Aid, neighbour	<ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
Summer 2	How and why do religious and non-religious people try to make the world a better place? • Comparison of different religious views to charity	Creator, Ten commandments, humanist, Tikkun olam, Tzedaka, Zakah sin, religious, non-religious Islam, Judaism, Christianity	<ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their view

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Summer 1	2b.5 GOSPEL: What would Jesus do? (Understanding Christianity)	Gospel, commandments, discipleship, New Testament, community, parables, reconciliation, conflict, betrayal, restoration, restorative, forgiveness, miracle, spiritual, healer, charity, generosity, provision	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
Summer 2	Why do some people think that life is like a journey and what significant events mark this? • Comparison Christianity /Hinduism/	journey, milestone, Hinduism, Judaism, significant, baptism, christening, cleansing, symbolism, declaration, Bar/Bat Mitzvah, Mitzvot, Torah, synagogue Dhamra, ashramas, Moksha, Mantra, Vedas, marriage, commitment, wedding, contract, civil ceremony, humanist	<ul style="list-style-type: none"> I can recall and name some of the ways religions mark mile stones of commitment (including marriage). I can identify at least two promises made by believers at these ceremonies and say why they are important I can suggest why some people see life as a journey and identify some of the key milestones on this journey I can describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean I can suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people I can link up some questions and answers about how believers show commitment with my own ideas about community, belonging and belief

	Muslim/humanist views on significant life events		<ul style="list-style-type: none">• I can explain similarities and differences between ceremonies of commitment• I can discuss and present my own ideas about the value and challenge of religious commitment in Britain today.
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