**Learning skills to be taught across RE (Discovery RE / *Understanding Christianity)***

**Engagement/*making sense of the text*:** The children’s own experience, what they know already, which underpins the key question, religion linked or not, allows a greater understanding of the enquiry about to be started. The enquiry may be very much out of their experience, new learning, and made easier by the link/re visit to a familiar experience. *Develop skills of reading and interpretation.* *Making sense of the meanings of texts, understanding how texts are interpreted, handled and used by Christians.*

**Investigation:** Teacher guides, and the children learn about the factual base of the religion. Subject knowledge is carefully selected to aid thinking about the key question. Depth rather than content/amount.

**Evaluation/*Understanding the impact*:** Draws together the children’s learning and their conclusions about the key question of the enquiry. *Examine ways in which Christians respond to texts and teachings, and how beliefs are put into action in diverse ways in the community and in the world.*

**Expression/*making connections*:** Taken back to Engagement, reflect on how has the learning changed the children’s starting points and beliefs. *Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils’ own lives and ways of understanding the world.*

**CYCLE A**

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| Year Group | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year R/1  Owl Class | Discovery RE | Understanding Christianity | Discovery RE | Understanding Christianity | ART BLOCK | Understanding Christianity |
| **Special People (YR)**  Key Question= What makes people special?  (Christianity, Judaism) | **1.1: What do Christians believe God is like?**  (Christianity - Key Concept = GOD  **MAKING SENSE OF A TEXT:**  Identify what a parable is.  **UNDERSTANDING THE IMPACT:**  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.  **MAKING CONNECTIONS:**  Can the children talk about how they would use the key messages of saying sorry, forgiving others and welcoming back in their own lives?  **KNOWLEDGE BUILDING BLOCKS:**  Christians believe in  God, and that they find out about God in the Bible.  The word God is a name  Christians believe God is the creator of the universe  Christians believe God made our wonderful world and so we should look after it. | **Celebrations (YR)**  Key Question= How do people celebrate?  (Islam, Judaism) | **F3: Why do Christians put a cross in an Easter garden?**  (Christianity – Key Concept = SALVATION)  **MAKING SENSE OF A TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  Christians remember Jesus’ last week at Easter  Jesus’ name means ‘He Saves’  Christians believe Jesus came to show Jesus’ love | **Christian & Jewish Art**  **Symbols= cross/star/fish…menorah/star/table/lion/fruit for seedah**  **Christian Art (symbols)**  (Christianity) | **F1: Why is the word ‘God’ so important to Christians?**  (Christianity – Key Concept = CREATION)  **MAKING SENSE OF A TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  The word God is a name  Christians believe God is the creator of the universe  Christians believe God made our wonderful world and so we should look after it. |

**CYCLE A**

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| Year Group | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 1/2  Kingfisher Class | Discovery RE | Understanding Christianity | Discovery RE | Understanding Christianity | ART BLOCK | Understanding Christianity |
| **Hajj (Y2)**  Key Question= Does completing Hajj make a person a better Muslim?  (Islam) | **1.1: What do Christians believe God is like?**  (Christianity - Key Concept = GOD  (2nd VISIT)  **MAKING SENSE OF A TEXT:**  Recap what a parable is.  Know and retell 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.  **UNDERSTANDING IMPACT:**  Give an example of how  Christians put their beliefs into practice in worship; by saying sorry to God, for example.  **MAKING CONNECTIONS:**  Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring  different ideas.  **KNOWLEDGE BUILDING BLOCKS:**  Christians believe in  God, and that they find out about God in the Bible.  The word God is a name  Christians believe God is the creator of the universe  Christians believe God made our wonderful world and so we should look after it. | **Passover (Y2)**  Key Question= How important is it for Jewish people to do what God asks them to do?  (Judaism)  **KNOWLEDGE BUILDING BLOCKS:**  Jewish practices and ways of life  Jewish Values and commitments  Learning to understand the special relationship between Jews and God and the promises they make to each other | **1.5: Why does Easter matter to Christians?**  (Christianity – Key Concept = SALVATION)  **MAKING SENSE OF A TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  Easter is very important in the ‘Big Story’ of the Bile. Jesus showed he was willing to forgive all people, even for putting him on the cross  Christians believe Jesus builds a bridge between God and humans  Christians believe Jesus rose from the dead, giving people hope of a new life | **Chritian and Islamic Art**  **Patterns = churches/celtic/stained glass…….mosques/quoran**  **Islamic and Jewish Art**  (Islam & Judaism) | **1.2: Who made the world?**  (Christianity – Key Concept = CREATION)  **MAKING SENSE OF A TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  *CHRISTIANS BELIEVE:*  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 |

**CYCLE A**

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| Year Group | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 3/4  Skylark Class | Discovery RE | Understanding Christianity | Discovery RE | Understanding Christianity | ART BLOCK | Understanding Christianity |
| **Divali (Y3) + Hindu Beliefs (Y3)**  Key Questions= Does Divali bring a sense of community? How can Brahman be everywhere and everything?  (Hinduism) | **2b.1 What does it mean if God is holy and loving?**  (Christianity - Key Concept = GOD)  **INTERPRETING THE TEXT:**  Identify some different types of biblical texts, using technical terms accurately.  Explain connections between biblical texts and Christian ideas of God, using theological terms.  **MAKING CONNECTIONS:**  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.  **UNDERSTANDING IMPACT:**  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.  **KNOWLEDGE BUILDING BLOCKS:**  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 being loving, forgiving and full of grace  Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love  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 | **Prayer & Worship (Y4)**  **Sharing and Community (Y3)**  Key Question= What is the best way for a Sikh to show commitment to God? Do Sikhs think it is important to share?  (Sikhism)  GURDWARA | **2a.5: Why do Christians call the day Jesus died ‘Good Friday’?**  (Christianity – Key Concept = SALVATION)  **INTERPRETING THE TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection  The various events of Holy Week, such as the Last Supper, were important as showing the disciples what Jesus came to earth to do  Christians today trust that Jesus really did rise from the dead, and so is still alive today  Christians remember and celebrate Jesus’ last week, death and resurrection | **Christian and Hindu Art**  **Deity = Christ / Mary / Trinity……Brahma/Ganesh/Shiva**  **Christian and Sikh Art**  (Christianity and Sikhism) | **2a.1: What do Christians learn from the Creation story?**  (Christianity – Key Concept = CREATION)  **INTERPRETING THE TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  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 tells a story, (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’  This means that humans cannot get close to God without God’s help  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) and offers forgiveness even when they keep on falling short  Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short |

**CYCLE A**

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| Year Group | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 5/6  PF CLASS | Discovery RE | Understanding Christianity | Discovery RE | Understanding Christianity | ART BLOCK | Understanding Christianity |
| **Beliefs and Practices (Y6)**  Key Question= What is the best way for a Muslim to show commitment to God?  (Islam) | **3.1: If God is Trinity, what does that mean for Christians?**  (Christianity - Key Concept = GOD)  **MAKING SENSE OF THE TEXT:**  Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts.  Show understanding of different types of text that talk about God as ‘Father, Son and Holy Spirit’, and how these can be read (narrative, prayer, letter, and so on.)  Make links between the concept of Trinity and the roles and actions of God through the ‘big story’ of the Bible.  **UNDERSTANDING THE IMPACT:**  Give examples of how the  Christian community respond  to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols, and so on, in churches  **MAKING CONNECTIONS:**  Evaluate their learning and express a view: Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?  **KNOWLEDGE BUILDING BLOCKS:**  • Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice.  • Ideas of God have varied (and still do) within the Christian Church, and different emphases lead to different ways of living, for example, some Christians explain how and why God allows suffering; others cannot, but still trust God.  • Christians can use the Bible to describe God in different ways.  • It is not simple to talk about God, and language about God might use analogy, symbol or metaphor and still not get close to what God is ‘really’ like. Christians believe that trying to express the inexpressible mystery of God is still worthwhile. Not all Christians agonise over such theological problems – some might say it is more important to get on with loving God and their neighbour. | **Beliefs and Morals (Y5) + The Amrit Ceremony and the Khalsa (Y3)**  Key Questions= Are Sikh stories important today and Does joining the Khalsa make a person a better Sikh?  (Sikhism) | **2b.6: What did Jesus do to save human beings? (Y5)**  **2b.7: What difference does the resurrection make for Christians? (Y6)**  (Christianity – Key Concept = SALVATION)  **INTERPRETING THE TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.  • The Gospels give accounts of Jesus’ death and resurrection.  • The New Testament says that Jesus’ death was somehow ‘for us’.  • Christians interpret this in a variety of ways:  for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to  God; leading from darkness to light, from slavery to freedom.  • Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).  • Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.  • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven).  • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. | **Christian & Buddhist Art**  **God/Heaven = God/Heaven……Buddha/Mandala(universe/infinite)**  **Buddhist & Hindu Art**  (Hinduism & Buddhism) | **2b.2: Creation and science; conflicting or complimentary?**  (Christianity – Key Concept = CREATION)  CATHEDRAL Y6 LEAVERS  **INTERPRETING THE TEXT:**  **KNOWLEDGE BUILDING BLOCKS:**  • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.  • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?  • There are many scientists through history and now who are Christians.  • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. |