



Name of subject: **RE**

## Organisational Structure

Class	RE Focus Autumn 1	RE Focus Autumn 2	RE Focus Spring 1	RE Focus Spring 2	RE Focus Summer 1	RE Focus Summer 2
<b>Larks YR. R/1 Cycle 1</b>	<b>Christianity:</b> Why is the word God so important to Christians?	<b>Christianity:</b> Why do Christians perform nativity plays?	<b>Judaism:</b> The Torah Why is the Torah such a joy for the Jewish community?	<b>Christianity:</b> Why do Christians put a cross in an Easter garden?	<b>Hinduism</b> Good Karma Rama and Sita	<b>Christianity:</b> What makes every single person unique and precious?
<b>Larks YR.R/1 Cycle 2</b>	<b>Christianity:</b> Why is the word God so important to Christians?	<b>Christianity:</b> Why do Christians perform nativity plays?	<b>Judaism:</b> Mitzvot/tzedakah Why is learning to do good deeds so important to Jewish people?	<b>Christianity:</b> Why do Christians put a cross in an Easter garden?	<b>Christianity:</b> How can we care for our wonderful world?	<b>Christianity:</b> How can we help others when they need it?

### EYFS/YR.1 Cycle 1

<b>Title</b>	<b>Christianity: Why is the word God so important to Christians?</b>
<b>Overview</b>	<p>The key question: Why is the word God so important to Christians? lays foundations for understanding that Christians believe that the universe is not random but the creation of the Holy God who designed and gave life and purpose to our world.</p> <p>This unit is the first of two underpinned by the idea of 'creation' as expressed in the Christian faith. The Teacher directed sessions provide links for children with Christian beliefs in God as the creator and the idea of God being a holy or special name.</p>
<b>Vocabulary</b>	God, Bible, Jesus, Christian, Church, Belief Create, VIP, Invisible, treasure
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To talk about when and where people use my name and why</li> <li>➤ To talk about something that is important to me and why</li> <li>➤ To recognise that the word 'God' is an important name for Christians</li> <li>➤ To talk about who is important or special to me</li> <li>➤ To talk about when I have heard the word God used in my family or class</li> <li>➤ To remember something that happens in the bible story creation</li> <li>➤ To remember Jesus parable of the Precious Pearl and know it is special to Christians</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Share a beautiful treasure box full of special objects</li> <li>➤ Children to create their own special treasure box</li> <li>➤ Go on a 'name walk'</li> <li>➤ To make a VIP display</li> <li>➤ To celebrate Harvest Festival</li> </ul>
<b>Title</b>	<b>Christianity: The Christmas Story</b>

<b>Overview</b>	<p>The key question: <i>Why do Christians perform Nativity Plays at Christmas?</i> lays foundations for understanding that Christians believe they encounter God in the historical person of Jesus. They celebrate Jesus' nativity (birth) because it is the coming of God to earth, not just as a human baby but as God 'incarnate' on earth.</p> <p>The second key question: <i>What makes every single person unique and precious?</i> focuses on the belief that every person is a unique 'incarnation' / person, made in the image of God. Both questions also offer pointers to religious beliefs held by others.</p>
<b>Vocabulary</b>	Jesus, God, nativity, Bethlehem, Jerusalem, celebrations, Bible, Christian, church, Christmas, belief, followers, worship, family
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember a Christian story and talk about it (The Nativity)</li> <li>➤ To use the right names for things and places (church) that are special in a religion</li> <li>➤ To talk about things that happen to me</li> <li>➤ To talk about what I find interesting or puzzling</li> <li>➤ To talk about what is important to me and to other people</li> <li>➤ To know the significance of the word 'God'</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Use a crib set to explore the Nativity story – hear different parts of the story and match up the figures.</li> <li>➤ Dress up as Nativity characters and discuss these</li> <li>➤ Discuss how we celebrate birthdays and how this relates Jesus' birth</li> <li>➤ Hear / sing simple Christmas carols</li> <li>➤ Look at different pictures of Jesus's life, and create your own pictures</li> </ul>

<b>Title</b>	<b>Judaism: The Torah- Why is the Torah such a joy for the Jewish Community?</b>
<b>Overview</b>	<p>This unit will provide an introduction to Judaism, looking at figures (leaders/teachers) who have an influence on others locally, nationally and globally in a religion. This will include the key question – Why is the Torah such a joy for the Jewish community?</p> <p>The focus is on the key concept of Torah looked at, through the celebration of Simchat Torah, a Jewish festival, and the story of Moses as the great Jewish leader and teacher, and how the Torah or teaching is read in the Synagogue, and symbolized in the home by the Mezuzah.</p>
<b>Vocabulary</b>	Torah, respect, Jew, Judaism, festival, synagogue, menorah, Moses, Hebrew, Rabbi, Mezuzah, celebration
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember a Jewish story and talk about it</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To use the right names for things special in a religion, and talk about some of the things that are the same for different religious people</li> <li>➤ Begin to understand the role of holy books and why they are important to people.</li> <li>➤ To talk about things that happen to me</li> <li>➤ To talk about what I find interesting or puzzling</li> <li>➤ To talk about what is important to me and to other people</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Unpack a 'party bag' of items used in Simchat Torah</li> <li>➤ Make flags and scrolls and act out a procession for Simchat Torah</li> <li>➤ Read or watch sections of the story of Moses</li> <li>➤ Make a giant scroll with the story of Moses, and an 'ark' to keep it as would be done in a synagogue</li> <li>➤ Make a little case with important words in, relating it to a mezuzah</li> <li>➤ Think about and make a display about joy</li> </ul>

<b>Title</b>	<b>Christianity: Easter Symbols and artefacts</b>
<b>Overview</b>	The key question: <i>What are the best symbols of Jesus' death and resurrection at Easter?</i> lays foundations for understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.
<b>Vocabulary</b>	God, Jesus, Bible, teaching, help, rescue / save, Easter, Good Friday, Palm Sunday, bridge, cross, hosanna (save us), forgive, symbol, tradition
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember a Christian story and talk about it (Easter)</li> <li>➤ To use the right names for things that are special in a religion (cross)</li> <li>➤ Recognise, name and describe practices relating to religion</li> <li>➤ To recognise and talk about religious art, symbols and words</li> <li>➤ Explain rituals and begin to understand the meaning of them, including their own experiences.</li> <li>➤ To talk about things that happen to me</li> <li>➤ To talk about what I find interesting or puzzling</li> <li>➤ To talk about what is important to me and to other people</li> </ul>

<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Use the story of the Billy Goats Gruff to think about the purpose of a bridge – to get you to a better (safer) place</li> <li>➤ Make different shapes with your body – can you make an x shape?</li> <li>➤ Hear the story of Easter, use objects to act out parts of it</li> <li>➤ Make a 'procession' with palm leaves</li> <li>➤ Share hot cross buns and talk about what the meaning is</li> <li>➤ Easter story photo shoot of different emotions throughout the story</li> </ul>
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<b>Title</b>	<b>Hinduism</b> <b>Religion &amp; the Individual and Inspirational People</b> Good Karma & Rama & Sita
<b>Overview</b>	In this unit the children will be introduced to the faith of Hinduism. Children will understand the Hindu belief 'Dharma' which underpins this unit. Learning about the Story of Rama and Sita, children will look closely at each character and using the belief of Dharma, discuss if they fulfilled their duty. Children will also learn about the Hindu belief 'Karma' and understand why Hindu's would like to collect good karma.
<b>Vocabulary</b>	Hinduism, Hindu's, karma, responsible, actions, acts of kindness, duty, Rama & Sita (and other characters from the story), Diwali, Diva lamp
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To be introduced to the faith Hinduism</li> <li>➤ To understand the Hindu belief 'Karma'</li> <li>➤ To learn about why Hindu's would like to collect good karma</li> <li>➤ To begin to learn about the beliefs of Hindu's</li> <li>➤ To understand the Hindu belief 'Dharma'</li> <li>➤ To know the story of Rama and Sita</li> <li>➤ To analyse the characters and their Dharma from the story of Rama and Sita</li> <li>➤ To understand how the Hindu community celebrate Rama &amp; Sita</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Complete a KWL about Hinduism</li> <li>➤ To play Snakes &amp; Ladders to illustrate the idea of karma</li> <li>➤ Read the Panchatantra stories</li> <li>➤ Recognise acts of kindness as karma</li> <li>➤ Reflective tasks</li> <li>➤ Circle Time discussions</li> <li>➤ Read and/or watch the story of Rama &amp; Sita</li> <li>➤ Sequence the story</li> <li>➤ Role Play the story</li> </ul>

<b>Title</b>	<b>Christianity: what makes people unique?</b>
<b>Overview</b>	This unit looks at the key question: ' <i>What makes every single person unique and precious?</i> ' It lays foundations for understanding the Christian belief that all humans are made in the image of God. each an 'incarnation', a physical being known and loved by him. The unit draws on Christian material related to Biblical narrative, church life and Christian living.

	This unit also looks at a second key question: 'How can we care for our wonderful world?' This makes the link that we are all precious and unique, but Christians also believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share.
<b>Vocabulary</b>	Jesus, God, precious, unique, Bible, Christian, church, family, welcome, believe, thanksgiving, awesome, treasure, creation/creator/create, design, responsible, caretaker, special/holy, wonder/ wonderful, morals, values, right/wrong, respect
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember a Christian story and talk about it</li> <li>➤ To use the right names for things that are special in a religion</li> <li>➤ To recognise and talk about religious art, symbols and words</li> <li>➤ To talk about things that happen to me</li> <li>➤ To talk about what I find interesting or puzzling</li> <li>➤ To talk about what is important to me and to other people</li> </ul>

## EYFS/YR.1 Cycle 2

Title	Christianity: Why is the word God so important to Christians?
<b>Overview</b>	<p>The key question: Why is the word God so important to Christians? lays foundations for understanding that Christians believe that the universe is not random but the creation of the Holy God who designed and gave life and purpose to our world.</p> <p>This unit is the first of two underpinned by the idea of 'creation' as expressed in the Christian faith. The Teacher directed sessions provide links for children with Christian beliefs in God as the creator and the idea of God being a holy or special name.</p>
<b>Vocabulary</b>	God, Bible, Jesus, Christian, Church, Belief Create, VIP, Invisible, treasure
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To talk about when and where people use my name and why</li> <li>➤ To talk about something that is important to me and why</li> <li>➤ To recognise that the word 'God' is an important name for Christians</li> <li>➤ To talk about who is important or special to me</li> <li>➤ To talk about when I have heard the word God used in my family or class</li> <li>➤ To remember something that happens in the bible story creation</li> <li>➤ To remember Jesus parable of the Precious Pearl and know it is special to Christians</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Share a beautiful treasure box full of special objects</li> <li>➤ Children to create their own special treasure box</li> <li>➤ Go on a 'name walk'</li> <li>➤ To make a VIP display</li> <li>➤ To celebrate Harvest Festival</li> </ul>

Title	Christianity: The Christmas Story
<b>Overview</b>	<p>The key question: <i>Why do Christians perform Nativity Plays at Christmas?</i> lays foundations for understanding that Christians believe they encounter God in the historical person of Jesus. They celebrate Jesus' nativity (birth) because it is the coming of God to earth, not just as a human baby but as God 'incarnate' on earth.</p> <p>The second key question: <i>What makes every single person unique and precious?</i> focuses on the belief that every person is a unique 'incarnation' / person, made in the image of God. Both questions also offer pointers to religious beliefs held by others.</p>
<b>Vocabulary</b>	Jesus, God, nativity, Bethlehem, Jerusalem, celebrations, Bible, Christian, church, Christmas, belief, followers, worship, family
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember a Christian story and talk about it (The Nativity)</li> <li>➤ To use the right names for things and places (church) that are special in a religion</li> <li>➤ To talk about things that happen to me</li> <li>➤ To talk about what I find interesting or puzzling</li> <li>➤ To talk about what is important to me and to other people</li> <li>➤ To know the significance of the word 'God'</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Use a crib set to explore the Nativity story – hear different parts of the story and match up the figures.</li> <li>➤ Dress up as Nativity characters and discuss these</li> <li>➤ Discuss how we celebrate birthdays and how this relates Jesus' birth</li> <li>➤ Hear / sing simple Christmas carols</li> <li>➤ Look at different pictures of Jesus's life, and create your own pictures</li> </ul>

Title	Judaism: Mitzvot/Tzedakah
<b>Overview</b>	<p>The key question: <i>Why is learning to do good deeds so important to Jewish people?</i></p> <p>Mitzvot means good deed or action. It also refers to a command or required action for a Jewish person. The Torah contains 613 commands or Mitzvot given by God, to the Jewish nation, including the ten commandments. In Judaism, helping those in need is a commandment, a sacred obligation, but it does not mean charity. Tzedakah comes from the Hebrew word which means righteousness or justice. Therefore, giving 'Tzedakah' is not just a nice thing to do it is the right thing to do; what God requires of his people.</p>
<b>Vocabulary</b>	Jewish, Judaism, Mitzvot, Tzedakah box, good deed, God, Commandment, Torah, sacred, obligation, justice, Shabbat
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To talk about something good someone did for me</li> <li>➤ To make a get well card</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To recognise the word 'God' and 'Mitzvot' as important to Jewish people</li> <li>➤ To talk about when someone has done a good deed to me or my friends and family</li> <li>➤ To talk about what is important to me about good deeds that help people and why</li> <li>➤ To recognise a good deed a person is doing because of their religion</li> <li>➤ To suggest why a Tzedakah box is important to a Jewish family</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Discussion on 'What is a good deed'?</li> <li>➤ To compare the Christian story of The Good Samaritan with the Jewish idea of doing Mitzvot.</li> <li>➤ Role play doing Mitzvot (doing good deeds)</li> <li>➤ Look at different Tzedakah boxes</li> <li>➤ Discuss the Jewish word 'Shabbat'</li> <li>➤ To make a flap book of good deeds</li> </ul>

<b>Title</b>	<b>Christianity: Easter Symbols and artefacts</b>
<b>Overview</b>	The key question: <i>What are the best symbols of Jesus' death and resurrection at Easter?</i> lays foundations for understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.
<b>Vocabulary</b>	God, Jesus, Bible, teaching, help, rescue / save, Easter, Good Friday, Palm Sunday, bridge, cross, hosanna (save us), forgive, symbol, tradition
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember a Christian story and talk about it (Easter)</li> <li>➤ To use the right names for things that are special in a religion (cross)</li> <li>➤ Recognise, name and describe practices relating to religion</li> <li>➤ To recognise and talk about religious art, symbols and words</li> <li>➤ Explain rituals and begin to understand the meaning of them, including their own experiences.</li> <li>➤ To talk about things that happen to me</li> <li>➤ To talk about what I find interesting or puzzling</li> <li>➤ To talk about what is important to me and to other people</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Use the story of the Billy Goats Gruff to think about the purpose of a bridge – to get you to a better (safer) place</li> <li>➤ Make different shapes with your body – can you make an x shape?</li> <li>➤ Hear the story of Easter, use objects to act out parts of it</li> <li>➤ Make a 'procession' with palm leaves</li> <li>➤ Share hot cross buns and talk about what the meaning is</li> <li>➤ Easter story photo shoot of different emotions throughout the story</li> </ul>



Title	Christianity: How can we care for our wonderful world?
<b>Overview</b>	<p>The key question: How can we care for our wonderful world? Lays foundations for understanding that Christians are a special part of God's creation and have a God given responsibility to care for the incredible world we all share.</p> <p>This unit is the second of two underpinned by the idea of 'creation' as expressed in the Christian faith. The Teacher directed sessions provide links for children with Christian beliefs in God as the creator and the idea of God being a holy or special name.</p>
<b>Vocabulary</b>	Awesome, precious, treasure, creator, creation, create, design, responsible, caretaker, God, special/holy, wonder/wonderful
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember the different things created by god in the bible story of creation</li> <li>➤ To be able to talk about what is special or wonderful in the natural world</li> <li>➤ To talk about what I think is my responsibility to look after in the world and why</li> <li>➤ To remember the story of the naming of the animals and know it is special to Christians</li> <li>➤ To recognise why a song or prayer about God's world is important to Christians</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ To look at our wonderful world</li> <li>➤ Take photographs of children's favourite things</li> <li>➤ Create a 'wow' or 'wall of wonders' that children can add to</li> <li>➤ Watch video clips of our wonderful world/planet and animals</li> <li>➤ Keeping 'marbles' or something precious safe</li> <li>➤ Discuss whose job it is to 'take care of things?'</li> <li>➤ Being a 'caretaker' for the day</li> </ul>

Title	Christianity: Helping others
<b>Overview</b>	<p>This unit introduces the idea of 'salvation' (being rescued, or offering help) as expressed in the Christian faith. The key question: <i>'How can we help others when they need it?'</i> lays foundations for understanding the Christian belief that God came to earth in Jesus, to rescue humans from their failings and wrongs, and to call his followers to love and help all in need just like him. Jesus' name actually means 'saviour' or 'rescuer', someone who helps others in real need. Jesus paid the ultimate price by dying for others and, even for humans, helping can be costly and requires collaboration. The unit draws on Christian material related to Biblical narrative, church life and Christian living. The unit also offers pointers to what another faith teaches.</p>
<b>Vocabulary</b>	God, Jesus, help, rescue / save, pray / prayer, belief, cathedral, Lent, Easter, symbol, parable, Bible, hero, need, faith, compare, similarities



<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To remember a Christian story and talk about it</li> <li>➤ To use the right names for things that are special in a religion</li> <li>➤ To recognise and talk about religious art, symbols and words</li> <li>➤ To talk about things that happen to me and people who are important to me</li> <li>➤ To talk about what I find interesting or puzzling</li> <li>➤ To talk about what is important to me and to other people</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Role play superheroes – how do they help others?</li> <li>➤ Read <i>The Snail and the Whale</i> – who is the rescuer?</li> <li>➤ Draw and annotate pictures of yourself helping others, particularly those who are worried</li> <li>➤ Explore the story of <i>The Good Samaritan</i> – story board and add speech bubbles – LINK to Judaism 'mitzvah' – good deed</li> <li>➤ Explore people who you could help – important people to you, people you don't know? (Charity)</li> <li>➤ Light candles and discuss prayer; create a 'reflective area'</li> <li>➤ Cook and eat pancakes, linking it to Lent</li> </ul>