Curriculum Narrative: RE 2024-2025 (North Elmham)

	Autumn		Spring		Summer		
Values							
		Whole School RE DAY Christmas		**Whole School RE DAY Easter**			**Whole School RE DAY Creation**
Acorn	**Theology** **Why is light an important symbol for Christians/Hindus/Jews?** **Vocabulary**: Diwali, Hannukiah, Hanukkah, Menorah, Shabbat, Symbolism, Worship **Core Knowledge:** • *The Christian belief that Jesus is the Light of The World (John 8:12).* • *How the Diwali story reflects Hindu beliefs about good and evil.* • *How the Hanukkah story reflects Jewish beliefs about God as provider.* • *The symbolic meaning of lighting the Shabbat Candle.* **Skills:** Theology: Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. Recognise that some beliefs connect together and begin to talk about these connections. Give an example of how Christian/Hindu beliefs influence daily life. . **Q4K:** What is an important symbol for Jews, Hindus and Christians? Can you tell me about a story where light is an important symbol? Why do Christians believe that Jesus is the Light of the World?	**Theology /HSS** **Understanding Christianity Unit F2: Why do Christians perform nativity plays?** **Vocabulary**: Christian, Christmas, Nativity, Jesus, Son of God **Core Knowledge:** • *Christians believe God came to Earth in human form as Jesus.* • *Christians believe Jesus came to show that all people are precious and special to God.* • *Christians believe that Jesus was born as a baby in Bethlehem.* • *Christians celebrate Jesus' birth at Christmas.* **Skills:** • *Notice and ask questions about differences between people.* • *Show some awareness of religions* • *Begin to talk ab• out their own experiences and feelings* • *Begin to recall and discuss parts of religious stories* • *Can recognise some symbols of religion both verbal and visual,* • *Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.* **Q4K:** What do Christians celebrate at Christmas? What is the Christmas story called? What did Jesus come to Earth to show Christians?	**Philosophy** **Why do people have different views about the idea of God?** **Vocabulary**: Agnostic, Allah, Atheist, Brahman, God, Humanist, Theist. **Core Knowledge:** • *The word 'God' is a name.* • *The key beliefs about God from at least two different religions/worldviews.* • *How a person's behaviour is connected to their view of God.* • *Two different stories/narratives that illustrate beliefs about God.* **Skills:** **Philosophy:** Talk about the questions a story or practise from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something. Give a reason to say why someone might hold a particular belief using the word 'because'. Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions. **Q4K:** What do we call people who do not believe in a God? How many names for God do Muslims have compared to Christians? Why might someone believe/not believe in God?	**Theology /HSS** **Understanding Christianity Unit F3: Why do Christians put a cross in an Easter Garden?** **Vocabulary**: Christian, cross, crucifixion, Jesus, resurrection, salvation, Easter garden **Core Knowledge:** • *Christians remember Jesus' last week at Easter.* • *Jesus' name means 'He saves'* • *Christians believe Jesus came to show God's love* • *Christians try to show love to others.* • *Christians believe Jesus rose from the dead.* • *Easter is an important part of the Christian calendar* **Skills:** • *Notice and ask questions about differences between people.* • *Show some awareness of religions* • *Begin to talk ab• out their own experiences and feelings* • *Begin to recall and discuss parts of religious stories* • *Can recognise some symbols of religion both verbal and visual,* • *Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.* **Q4K:** What happened to Jesus at Easter? What do Christians believe because of Easter? How do Christians try to live like Jesus did?	**Theology- Christianity** **What do Jesus' parables teach Christians about belonging to the Christian family?** **Vocabulary**: Parable, meaning, belonging, family **Core Knowledge:** •*Explore what it means to belong to a family/chosen family.* •*Begin to discuss what it means to belong to a Christian family.* •*The bibles teachings about belonging.* •*The parable of the lost sheep* •*The parable of the prodigal son* **Skills:** Theology: Give a clear simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise that narratives, stories and tests used by at least one religion or worldview contain beliefs. Give an example of how Christians used beliefs to guide their daily lives. **Q4K:** What stories teach Christains about belonging? What happens in the story of the Lost sheep? Why did Jesus tell this story? Choose the best two reasons.	**HSS** **How do Christians belong to their faith family?** **Vocabulary**: Baptism, belonging, chalice, christening, communion, faith, font, worship **Core Knowledge:** • *Identify how Christians beliefs impact on their worship and sense of belonging.* • *Identify some Christians symbols and artefacts.* • *Identify different ways in which Christians show they belong to their faith family.* • *Recognise that some people call themselves Christians.* **Skills:** Human Social Sciences: Recognise the names of different religions , religious beliefs and world views and use them correctly. Identify evidence of religion and belief especially in the local area. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. **Q4K:** What is a faith family? What events do Christians celebrate together as a faith family? What is the first communion and why is it important to some Christians?	**Theology /Philosophy** **Understanding Christianity Unit F1: Why is God so important to Christians?** **Vocabulary**: care, Christian, God, origin, universe, world, Genesis **Core Knowledge:** • *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.* **Skills:** • *Notice and ask questions about differences between people.* • *Show some awareness of religions* • *Begin to talk about their own experiences and feelings* • *Begin to recall and discuss parts of religious stories* • *Can recognise some symbols of religion both verbal and visual,* • *Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.x* **Q4K:** What is the name that Christians give their creator? What do Christians believe God made? Why might God make things that are 'bad'?
Oak	**HSS** **How do people show commitment to a**	**Theology (CORE)** **Understanding Christianity Unit 2A.3: What is the trinity?**	**Philosophy** **What is philosophy? How do people make moral decisions?**	**Theology /Philosophy (CORE)** **Understanding Christianity Unit 2A.5: Why do Christians**	**HSS** **What difference does being a Muslim make to Muslims?**	**HSS** **Why do Christians pray?**	**Year 3 & 4** **Theology/Philosophy (CORE)**

	religion/worldview in different ways? **Vocabulary**: Amrit, baptism, Bar Mitzvah, Bar Mitzvah, belonging, Christianity, commitment, faith, Judaism, Rite of Passage. **Core Knowledge:** • *The importance of rites of passage in terms of religious identity.* • *The role of baptism (infant and adult) in shaping religious identity in the Christian community.* • *The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.* • *The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.* **Skills:** **Human Social Sciences:** Identify some of the ways people use the terms 'religion' and 'belief when exploring religions, beliefs and world views. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. **Q4K:** What is a rite of passage? List one difference and one similarity between a baptism and a Bar Mitzvah. Explain what the word commitment means.	**Vocabulary**: Baptism, Father, gospel, Holy Spirit, incarnation, Son, symbol, Trinity, God. **Core Knowledge:** • *God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).* • *Jesus: As God incarnate, also known as the Son of God.* • *Incarnation: Jesus as one of the three persons of the Trinity.* • *Holy Spirit: God as spiritually active in the world.* • *Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.* • *Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.* • *Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.* • *Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What are the 3 parts of the Trinity? What do Christians believe about the Holy Trinity? It is three gods/All three are completely God/There are 3 different people 3) How would you describe the Trinity to a friend? You might draw a picture or use an object in your description.	**Vocabulary**: Humanism, logical, moral, morality, philosophy **Core Knowledge:** • *Difference between knowledge, belief and opinion.* • *The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. The nature of a philosophical question.* • *Awareness of variant perspectives about whether somethings can be proven.* • *The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).* • *Utilitarianism or Hedonism as a way of making moral decisions.* **Skills: Philosophy:** Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas. **Q4K:** What is the difference between a fact and an opinion? Give an example of a moral decision and how someone might know to make that decision. Explain if it is okay to want to only do things that are good for yourself and not think about others.	**call the day that Jesus died Good Friday?** **Vocabulary**: Good Friday, Christian, cross, crucifixion, Jesus, resurrection, salvation **Core Knowledge:** • *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 in 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.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What did Jesus sacrifice for Christians and why? Why is the death of Jesus considered the ultimate sacrifice? What is good about Good Friday?	Vocabulary: Five Pillars, Hajj, Islam, Mosque, Muslim, Salah, Sawm, Shahadah, Shia, Sufi, Sunni, Zakah **Core Knowledge:** • *Awareness of the diverse nature of Islam locally, nationally and globally.* • *Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs.* *Varying use of a minaret for the call to prayer, and alternatives to this.* • *Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is* *a tradition that runs through both of these.* • *Awareness of diversity of expression, particularly in relation to the pictorial presentations.* • *Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakahand Hajj.* **Skills: Human Social Sciences:** Identify some of the ways people use the terms 'religion' and 'belief when exploring religions, beliefs and world views. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. **Q4K:** Where do Muslim's worship? Name the 5 Pillars of Islam and what they are. Why is Wudu an important part of Islamic prayer?	**Vocabulary**: prayer, Lord's prayer, National call, Day of prayer, answered prayer **Core Knowledge:** •*To discover why people pray.* •*Study the content of The Lord's prayer. ASk questions about how/why someone prays.* *What is prayer?* •*The 26th of May 1940 was a national day of prayer for Dunkirk. People prayer for many reasons - praise, thanksgiving, for forgiveness, for help etc.* **Skills:** **Human social sciences:** Describe the difference between the terms religion and belief when exploring religions, beliefs and worldviews. Describe some of the ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact and influence individual lives, communities and societies and show awareness of how individuals, communities and society can also shape beliefs. **Q4K:** Why do Christians pray? What is the famous prayer that Christians use to pray alone and with others? Why did the King call a day of prayer on 26th May 1940?	**Understanding Christianity Unit 2A.1: What do Christians learn from the creation story?** **Vocabulary**: care, Christian, God, origin, universe, world, Genesis, creation **Core Knowledge:** • *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.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What do some Christians believe about creation and why do they believe this? What happened in the story of Adam and Eve? What do Christians do because of their beliefs about creation?