



RE Scheme of Work 2023-2024

EYFS						
Term	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Topics	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	SALVATION Why do Christians put a cross in an Easter garden?	Which stories are special and why? (Old Testament)	Which stories are special and why? (world faiths)

Key Question F1: Which stories are special and why?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.

Theme:	Learning outcomes:	Suggested content:
These are suggested questions; you will not necessarily explore all of these questions	Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...	Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
<p>What is your favourite story? What do you like about it, and why?</p> <p>What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?</p> <p>What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> talk about some religious stories <input type="checkbox"/> recognise some religious words, e.g. about God <input type="checkbox"/> identify some of their own feelings in the stories they hear <input type="checkbox"/> identify a sacred text e.g. Bible, Qur'an <input type="checkbox"/> talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do <input type="checkbox"/> talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore stories pupils like, re-telling stories to others and sharing features of the story they like. <input type="checkbox"/> Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. 'Butterworth and Inkpen' series; Scripture Union The Big Bible Storybook. <input type="checkbox"/> Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19).



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		<input type="checkbox"/> Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power. <input type="checkbox"/> Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc. Reinforce this learning through follow-up activities: <input type="checkbox"/> Use the story sack for Diwali celebration role play. <input type="checkbox"/> Read and share the books in own time, on own or with friends. <input type="checkbox"/> Role-play some of the stories using costumes and props.
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Key Question F2: Which people are special and why?

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One way of introducing this question is to talk about significant people within the school and the wider community, for example showing pictures of the caretaker, lollypop person, headteacher, vicar, police community support officer, and discussing what they do.

Questions you might explore: These are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...	Suggested content: Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell in other religions?	<input type="checkbox"/> talk about people who are special to them <input type="checkbox"/> say what makes their family and friends special to them <input type="checkbox"/> identify some of the qualities of a good friend <input type="checkbox"/> reflect on the question 'Am I a good friend?' <input type="checkbox"/> recall and talk about stories of Jesus as a friend to others	<ul style="list-style-type: none"> • Talk about people who are special to us, whom we admire. • Meet a special person that helps them, e.g. crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects. • Meet a person with a religious faith, e.g. vicar or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life. • Discuss the benefits and responsibilities of friendship and the ways that people care for others. • Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and



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	<input type="checkbox"/> recall stories about special people in other religions and talk about what we can learn from them.	<p>helpers) (Matthew 4.17–22); stories of Jesus helping and healing people e.g. Jairus' daughter (Mark 5.21–43); healing the man at the pool (John 5.5–9); Blind Bartimaeus (Mark 11.46–52).</p> <ul style="list-style-type: none"> • Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Guru Nanak, Prophet Muhammad, the Buddha). <p>Reinforce this learning through follow-up activities:</p> <ul style="list-style-type: none"> • Role-play the special visitors using appropriate dressing-up clothes. • Draw and paint pictures about the visitors. • Make thank-you cards for the visitors. • Use digital cameras to take pictures of the visitors during the visit and make a book using the photographs.
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Key question F3: Which places are special and why?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there?

Questions you might explore: These are suggested questions; you will not necessarily explore all of these questions	Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...	Suggested content: Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?	<input type="checkbox"/> talk about somewhere that is special to themselves, saying why <input type="checkbox"/> be aware that some religious people have places which have special meaning for them <input type="checkbox"/> talk about the things that are special and valued in a place of worship	<input type="checkbox"/> Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special. (e.g. this might be visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Alternatively this could be the local park where they meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them. <input type="checkbox"/> Discuss why some places are special and what makes them significant. <input type="checkbox"/> Discuss when people like to go there and what they like to do there.



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	<input type="checkbox"/> identify some significant features of sacred places <input type="checkbox"/> recognise a place of worship <input type="checkbox"/> get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.	<input type="checkbox"/> Consider the church building as a special place for Christians and/or a mosque as a special place for Muslims. <input type="checkbox"/> Consider a place of worship for members of another faith e.g. synagogue or mosque. <input type="checkbox"/> Consider different special places, such as (Makkah) Mecca for Muslims. <input type="checkbox"/> Visit a local place of worship. <input type="checkbox"/> Create a special place in the inside/outside area or wider school grounds. A space for quiet reflection. This will work well for schools who have a forest schools focus.
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Key question F4: Which times are special and why?

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One way of introducing this question is to link this unit to a significant time celebrated in school or in class. You might want to bring in birthday candles and ask children to talk about the significance of birthdays.

Questions you might explore: These are suggested questions; you will not necessarily explore all of these questions	Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to	Suggested content: Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate
What special times have you had? What did you celebrate? Why? Who were you with? What happened? What do other people celebrate? What happens at Christmas, and why? What happens at Easter, and why? What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What do Christians say about Jesus? What other festivals have you learnt about? What happens at the festivals, and why? What stories can you remember about festivals? What are the similarities and differences between different people's special times?	<input type="checkbox"/> give examples of special occasions and suggest features of a good celebration <input type="checkbox"/> recall simple stories connected with Christmas/ Easter and a festival from another faith <input type="checkbox"/> say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.	<input type="checkbox"/> Discuss the importance and value of celebration in children's own lives <input type="checkbox"/> Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, christening, Christmas, mother's day <input type="checkbox"/> Consider some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali; <input type="checkbox"/> Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times. NB Whilst most families will celebrate birthdays not all cultures do, so sensitivity is needed here and teachers' deep knowledge of children's cultural backgrounds makes a big difference.



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Key Question F5: Where do we belong?

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One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family

Questions you might explore: These are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to	Suggested content: Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?	re-tell religious stories making connections with personal experiences <input type="checkbox"/> share and record occasions when things have happened in their lives that made them feel special <input type="checkbox"/> recall simply what happens at a traditional Christian infant baptism and dedication <input type="checkbox"/> additional opportunity if you have children from religions other than Christianity in your setting <input type="checkbox"/> recall simply what happens when a baby is welcomed into a religion other than Christianity.	<input type="checkbox"/> Discuss religious beliefs that each person is unique and valuable. <input type="checkbox"/> Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of his hand (Isaiah 49 v.16). Children could draw around their hands, write their names on the palm and decorate; Christian beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13–16). <input type="checkbox"/> Discuss how God's love for children is shown in Christianity through infant baptism and dedication. <input type="checkbox"/> Discuss how children are welcomed into another faith or belief community e.g. Islam Aqiqah ceremony, whispering of adhan and cutting of hair, Humanist – naming ceremony. <input type="checkbox"/> Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle. <input type="checkbox"/> Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. His sister ties a band (rakhi) of gold or red threads around the right hand of a brother



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Key Question F6: What is special about our world?

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One way of introducing this question is to study this at the same time as work on the school outside space or local area or work on growing things.

Questions you might explore: These are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to	Suggested content: Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you? Why do some people say the world is special? What do you think is special about the world? What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world? What are the similarities and differences between different people's ideas about the world?	<ul style="list-style-type: none">• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world• re-tell stories, talking about what they say about the world, God, human beings• think about the wonders of the natural world, expressing ideas and feelings• express ideas about how to look after animals and plants• talk about what people do to mess up the world and what they do to look after it.	<ul style="list-style-type: none"><input type="checkbox"/> Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God.<input type="checkbox"/> Use art and creative activities to explore natural objects – shapes, pattern, or use micro-hike or listening walk; grow and look after some plants and creatures.<input type="checkbox"/> Use stories and poems to talk about creation (e.g. 'God's quiet things' by Nancy Sweetland); explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts).<input type="checkbox"/> Use a simple child-friendly, but authentic version of the biblical creation story, e.g 'In the beginning' by Steve Turner; explore in mime, express through art; reflect on ways in which the world is 'very good'.<input type="checkbox"/> Hear/role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the ant' (talk about caring for animals, looking after pets); 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for).<input type="checkbox"/> 'Seven new kittens'/ 'The tiny ant' (Muslim stories retold by Gill Vaisey www.booksatpress.co.uk www.articlesoffaith.co.uk)



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Year 1						
Term	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Topics	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? CORE LEARNING	GOSPEL What is the good news that Jesus brings? CORE LEARNING	SALVATION Why does Easter matter to Christians? CORE LEARNING	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?

Key Question: 1.1 Who is a Christian and what do they believe?

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Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
Strand: Believing Questions in this thread: 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence? Religions and worldviews: Christians	Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Emerging: <input type="checkbox"/> Talk about the fact that Christians believe in God and follow the example of Jesus (A1). <input type="checkbox"/> Recognise some Christian symbols and images used to express ideas about God (A3). Expected: <input type="checkbox"/> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). <input type="checkbox"/> Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). <input type="checkbox"/> Talk about issues of good and bad, right and wrong arising from the stories (C3). <input type="checkbox"/> Ask some questions about believing in God and offer some ideas of their own (C1). Exceeding: <input type="checkbox"/> Make links between what Jesus taught and what Christians believe and do (A2).	Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). <input type="checkbox"/> Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. <input type="checkbox"/> Look at art and recognise some symbols and images used to express ideas about God. <input type="checkbox"/> Listen to pieces of music that express ideas about God. <input type="checkbox"/> Talk to Christians about what they believe about God. <input type="checkbox"/> Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art. <input type="checkbox"/> Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. <input type="checkbox"/> Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.



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	<input type="checkbox"/> Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).	<input type="checkbox"/> Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. <input type="checkbox"/> Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. <input type="checkbox"/> Explore what the idea of God means for the children themselves.
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Key Question: 1.5 What makes some places sacred?

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Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
Strand: Expressing Recommended F3 Which places are special and why? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving? Religions and worldviews: Christians, Muslims and/or Jewish people	Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Emerging: <input type="checkbox"/> Recognise that there are special places where people go to worship, and talk about what people do there (A1). <input type="checkbox"/> Identify at least three objects used in worship in two religions (A3). Expected: <input type="checkbox"/> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). <input type="checkbox"/> Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). <input type="checkbox"/> Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). <input type="checkbox"/> Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).	<input type="checkbox"/> Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? <input type="checkbox"/> Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). <input type="checkbox"/> Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. <input type="checkbox"/> Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. <input type="checkbox"/> Notice some similarities and differences between places of worship and how they are used. <input type="checkbox"/> Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit



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	<p>Exceeding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). <input type="checkbox"/> Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<p>(tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. <input type="checkbox"/> Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding.</p>
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Key Question: 1.6 How and why do we celebrate special and sacred times?

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Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
<p>Strand: Expressing</p> <p>F4 Which times are special and why?</p> <p>L2.5 Why are festivals important to religious communities?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians, Jewish people and/or Muslims</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a special time they celebrate and explain simply what celebration means (A1). <input type="checkbox"/> Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). <input type="checkbox"/> Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). <input type="checkbox"/> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). <input type="checkbox"/> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p>	<p><input type="checkbox"/> Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <p><input type="checkbox"/> For example, from Easter: o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. o Explore feelings of Jesus and disciples. o Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.</p> <p><input type="checkbox"/> Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <p><input type="checkbox"/> Explore the meaning and significance of Jewish rituals and practices during each festival.</p> <p><input type="checkbox"/> Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr. <input type="checkbox"/> Talk about</p>



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	<input type="checkbox"/> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). <input type="checkbox"/> Identify some similarities and differences between the celebrations studied (B3).	what the stories and events means for the children themselves. <input type="checkbox"/> Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.
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Key Question: 1.7 What does it mean to belong to a faith community?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
Strand: Living Where do we belong? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? Religions and worldviews: Christians, Muslims and/or Jewish people	Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Emerging: <input type="checkbox"/> Talk about what is special and of value about belonging to a group that is important to them (B2). <input type="checkbox"/> Show an awareness that some people belong to different religions (B1). Expected: <input type="checkbox"/> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). <input type="checkbox"/> Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). <input type="checkbox"/> Identify two ways people show they belong to each other when they get married (A1). <input type="checkbox"/> Respond to examples of co-operation between different people (C2) Exceeding:	Suggested content for learning: Teachers can select content from these examples, and add more of their own <input type="checkbox"/> Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. <input type="checkbox"/> Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience. <input type="checkbox"/> Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. <input type="checkbox"/> Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zeved habat; Islam: Aqiqah. <input type="checkbox"/> Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.



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	<ul style="list-style-type: none"><input type="checkbox"/> Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).<input type="checkbox"/> Identify some similarities and differences between the ceremonies studied (B3).	<ul style="list-style-type: none"><input type="checkbox"/> Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).<input type="checkbox"/> Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.<input type="checkbox"/> Explore the idea that different people belong to different religions, and that some people are not part of religious communities.<input type="checkbox"/> Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance on 11th November.
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Year 2						
Term	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Topics	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? DIGGING DEEPER	GOSPEL What is the good news that Jesus brings? DIGGING DEEPER	SALVATION Why does Easter matter to Christians? DIGGING DEEPER	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe? OR A unit about a faith represented in your local community

Key Question: 1.2 Who is a Muslim and what do they believe?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
Strand: Believing Recommended 1.1 Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence? Religions and worldviews: Muslims	Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Emerging: <input type="checkbox"/> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). <input type="checkbox"/> Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). Expected: <input type="checkbox"/> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).	<input type="checkbox"/> Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'. <input type="checkbox"/> Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer. <input type="checkbox"/> Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. <input type="checkbox"/> Describe one of the beliefs that Muslims hold about God e.g. tawhid. <input type="checkbox"/> Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. <input type="checkbox"/> Talk to Muslims about what they believe about God. <input type="checkbox"/> Explore what the concept of God means for the children themselves.



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	<input type="checkbox"/> Re-tell a story about the life of the Prophet Muhammad (A2). <input type="checkbox"/> Recognise some objects used by Muslims and suggest why they are important (A2). <input type="checkbox"/> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Exceeding: <input type="checkbox"/> Make links between what the Holy Qur'an says and how Muslims behave (A2). <input type="checkbox"/> Ask some questions about God that are hard to answer and offer some ideas of their own (C1)	<input type="checkbox"/> Identify the objects that are most precious to them. Why are they precious? How does it show? <input type="checkbox"/> Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? <input type="checkbox"/> Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?
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Key Question: 1.3 Who is Jewish and what do they believe?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
Strand: Believing Recommended 1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists?	Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Emerging: <input type="checkbox"/> Talk about the fact that Jewish people believe in God (A1). <input type="checkbox"/> Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). Expected: <input type="checkbox"/> Talk about how the mezuzah in the home reminds Jewish people about God (A3). <input type="checkbox"/> 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 (B1). <input type="checkbox"/> Re-tell a story that shows what	<input type="checkbox"/> Discuss what precious items they have in their home. Why are they important? <input type="checkbox"/> Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. <input type="checkbox"/> Talk about remembering what really matters: how do people make a special time to remember? <input type="checkbox"/> Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people. <input type="checkbox"/> Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?



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<p>3.1 Do we need to prove God's existence?</p> <p>Religions and worldviews: Jewish people</p>	<p>Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p><input type="checkbox"/> Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Exceeding:</p> <p><input type="checkbox"/> Make links between some Jewish teachings and how Jewish people live (A2).</p> <p><input type="checkbox"/> 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 (C1).</p>	<p><input type="checkbox"/> Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?</p> <p><input type="checkbox"/> Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkoth, Chanukah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah.</p> <p><input type="checkbox"/> Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves</p>
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Key Question: 1.4 What can we learn from sacred books?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
<p>Strand: Believing F1: Which stories are special and why? L2.2 Why is the Bible so important for Christians today? 3.2 Does living biblically mean obeying the whole Bible?</p> <p>Religions and worldviews: Christians, Muslims, Jewish people</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <p><input type="checkbox"/> Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p><input type="checkbox"/> Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Expected:</p> <p><input type="checkbox"/> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p><input type="checkbox"/> Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p><input type="checkbox"/> Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p>	<p><input type="checkbox"/> Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.</p> <p><input type="checkbox"/> Introduce the Bible as a sacred text for Christians.</p> <p><input type="checkbox"/> Introduce a sacred text for Muslims – Holy Qur'an, and/or Jewish people – Tenakh.</p> <p><input type="checkbox"/> Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad.</p> <p><input type="checkbox"/> Read, act out and illustrate some stories Jesus told about what God is like (e.g. 'The lost sheep/Lost coin' Luke 15) and how to treat each other (e.g. 'The good Samaritan' Luke 10).</p>



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	<input type="checkbox"/> Talk about issues of good and bad, right and wrong arising from the stories (C3). Exceeding: <input type="checkbox"/> Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). <input type="checkbox"/> Make links between the messages within sacred texts and the way people live (A2).	<input type="checkbox"/> Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. 'Joseph and his brothers' (Genesis 37, 39–48); the story of Moses (book of Exodus); 'The call of Samuel' (1 Samuel 3); 'David and Goliath' (1 Samuel 17); Jonah (Book of Jonah). <input type="checkbox"/> Explore stories about Prophet Muhammad (e.g. 'Muhammad and the hungry stranger', 'The thirsty camel', 'The sleeping cat', 'Muhammad and Bilal', 'Muhammad and the rebuilding of the Ka'aba'). <input type="checkbox"/> Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.
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Key Question: 1.6 How and why do we celebrate special and sacred times?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
Strand: Expressing F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and worldviews: Christians, Jewish people and/or Muslims	Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Emerging: <input type="checkbox"/> Identify a special time they celebrate and explain simply what celebration means (A1). <input type="checkbox"/> Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Expected: <input type="checkbox"/> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).	<input type="checkbox"/> Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. <input type="checkbox"/> For example, from Easter: o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. o Explore feelings of Jesus and disciples. o Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. <input type="checkbox"/> Learn about the significance of festivals to the Jewish way of life and what they mean, e.g.



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	<p><input type="checkbox"/> Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p><input type="checkbox"/> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p><input type="checkbox"/> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Exceeding:</p> <p><input type="checkbox"/> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p><input type="checkbox"/> Identify some similarities and differences between the celebrations studied (B3).</p>	<p>Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</p> <p><input type="checkbox"/> Explore the meaning and significance of Jewish rituals and practices during each festival.</p> <p><input type="checkbox"/> Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr. <input type="checkbox"/> Talk about what the stories and events means for the children themselves.</p> <p><input type="checkbox"/> Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p>
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Key Question: 1.8 How should we care for others and the world, and why does it matter?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Suggested content for learning: Teachers can select content from these examples, and add more of their own
Strand: Living F6. What is special about our world? L2.9 What can we learn from religions about deciding what is right and wrong?	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: <p><input type="checkbox"/> Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p><input type="checkbox"/> Recognise that some people believe God created the world and so we should look after it (A2).</p>	<p><input type="checkbox"/> Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).</p> <p><input type="checkbox"/> Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four</p>



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<p>U2.7 What matters most to Christians and Humanists?</p> <p>U2.8 What difference does it make to believe in...?</p> <p>3.10 Does religion help people to be good?</p> <p>3.11 What difference does it make to believe in...?</p> <p>3.12 Is religion a power for peace or a cause of conflict in the world today?</p> <p>Religions and worldviews: Christians and Jewish people</p>	<p>Expected:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). <input type="checkbox"/> Identify ways that some people make a response to God by caring for others and the world (B1). <input type="checkbox"/> Talk about issues of good and bad, right and wrong arising from the stories (C3). <input type="checkbox"/> Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) <input type="checkbox"/> Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). <input type="checkbox"/> Answer the title question thoughtfully, in the light of their learning in this unit (C1). 	<p>friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider the idea that we all have special gifts we can use to benefit others. <input type="checkbox"/> Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism. <input type="checkbox"/> Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. <input type="checkbox"/> Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. <input type="checkbox"/> Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas. <input type="checkbox"/> Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). <input type="checkbox"/> Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).
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