

RE curriculum overview

	Understanding Christianity		Emmanuel Project (other faiths)		FS units		Specific core content focus		Enquiry based units
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T = Theology (believing) // P = Philosophy (thinking) // HSS = Human and social sciences (living)

	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2
<b>FS1</b>	<b>Diwali</b> Exploring a religious festival world faith  T/HSS	<b>Christianity</b> Incarnation Why do Christians perform nativities at Christmas? UC F2  T / HSS	<b>Chinese New Year</b> Cultural and Buddhism focus  HSS	<b>Christianity CC</b> Salvation Why do Christians put a cross in an Easter garden? UC F3  T / HSS	<b>FAITH WEEK</b> - Multi faith enquiry based, whole school approach to question. Examples may include - <i>In a world of difference, how should I live? How and why do people pray? What can I live without?</i>		<b>Noah's ark</b> T
<b>Deeper learning opportunities</b>		Christmas nativity songs		Mothers' Day service			
<b>FS2</b>	<b>Diwali</b> Exploring a religious festival world faith  T/HSS	<b>Christianity</b> Incarnation Why do Christians perform nativities at Christmas? UC F2 (Digging deeper) *	<b>Chinese New Year</b> Cultural and Buddhism focus  HSS	<b>Christianity CC</b> Salvation Why do Christians put a cross in an Easter garden? UC F3 (Digging deeper) * T/HSS		<b>Christianity CC</b> God/Creation Why is word God so important to Christians UCF1  T/HSS	
<b>Deeper learning opportunities</b>	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)		Easter church service			Year 6 leavers service

				Ash Wednesday service			
<b>Year 1</b>	<b>Christianity</b> Creation Who made the world? UC 1.2T	<b>Christianity</b> Incarnation Why does Christmas matter to Christians?UC 1.3  T/P	<b>Christianity</b> God What do Christians believe God is like?  UC 1.1	<b>Judaism/Belonging</b> Mitzvot/tzedakah Why is learning to do good deeds so important to Jewish people?  P/HSS		<b>Judaism / Leaders</b> Torah/Rabbi Why is the Torah such joy for the Jewish community?  T/HSS	<b>Hinduism/Islam</b>  <b>Enquiry based unit</b> How was the world created?  T/P
<b>Deeper learning opportunities</b>	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)		Easter church service Ash Wednesday service		Jewish Q and A speaker	Year 6 leavers service
<b>Year 2</b>	<b>Islam/mercy/compassion</b> How do some Muslims show Allah is merciful and compassionate?  T/HSS	<b>Christianity</b> Incarnation Why does Christmas matter to Christians?UC 1.3 (Digging Deeper)  T/HSS	<b>Islam/Believer</b> How does a Muslim show their submission and obedience to Allah?  T/HSS	<b>Christianity CC</b> Salvation Why does Easter matter to Christians?UC 1.5  T/HSS		<b>Christianity Gospel</b> What is the good news that Jesus brings? UC 1.4  T/P/HSS	<b>Christianity, Buddhism and Islam</b>  <b>Enquiry based unit</b> How and why do people pray?  P/HSS
<b>Deeper learning opportunities</b>	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Muslim Speaker to be invited for Q and A sessions with children.	Easter church service			Year 6 leavers service

				Ash Wednesday service			
<b>Year 3</b>	<b>Christianity</b> Creation What do Christians learn from the creation story? UC 2a.1 T/HSS	<b>Christianity</b> Incarnation/God What is the trinity? UC 2a.3  T/HSS	<b>Hinduism/believer</b> Why do Hindus want to collect good Karma?  T/HSS	<b>Christianity CC</b> Salvation (lent) Why do Christians call the day Jesus dies 'Good Friday?' UC 2a.5 T/HSS		<b>Multi faith</b>  <b>Enquiry based unit</b> <i>How can we live in peace together?</i>  P/HSS	<b>Hinduism/Inspirational people</b> How does the story of Rama and Sita inspire Hindus to follow Karma?  T/HSS
<b>Deeper learning opportunities</b>	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	3FF - link school Raksha Chauhan Hindu speaker for Qand A sessions.	Easter church service Ash Wednesday service	First holy communion church service	Year 6 leavers service	
<b>Year 4</b>	<b>Christianity</b> Gospel What kind of world did Jesus want? UC 2a.4  T/P/HSS	<b>Sikhism/Inspirational people</b> How does the teaching of the Gurus move Sikhs from dark to light?  T/HSS	<b>Sikhism /Encountering</b> How do Sikhs put their beliefs about equality into practice?  T/HSS	<b>Enquiry based unit</b>  Judaism and Other worldviews  What does it mean to be free?  P / HSS	<b>Christianity CC</b> Agape Love What does the story of 'the lost sheep' mean? T/HSS - to replace this gospel unit - see ks2 objectives at bottom of document	<b>Christianity</b> Kingdom of God When Jesus left, what was the impact of Pentecost? UC 2a.6  T/HSS	

<b>Deeper learning opportunities</b>	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Gurdwara trip	Easter church service Ash Wednesday service		Year 6 leavers service
<b>Year 5</b>	<b>Christianity CC</b> God What does it mean if God is holy and loving? UC 2b.1 T/HSS	<b>Islam</b> What does the Qur'aan reveal about Allah and his guidance?  T	<b>Islam</b> How does Tawhid create a sense of belonging to the Muslim community?  T/HSS	<b>Christianity CC</b> Salvation What does Jesus do to save human beings? UC 2b.6 T/HSS	<b>Christianity CC</b> Agape Love What 'Christian Love' require of a person?  T/P  - see ks2 objectives at bottom of document	<b>Christianity</b> People of God How can following God bring freedom and justice? UC 2b.3 T/P/HSS
<b>Deeper learning opportunities</b>	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Faith Trail - visit Bham central mosque & Synagogue	Easter church service Ash Wednesday service		Year 6 leavers service
<b>Year 6</b>	<b>Christianity</b> Creation Creation and Science: Conflicting or complementary? UC 2b.2 T/P/HSS	<b>Christianity</b> Incarnation Was Jesus the Messiah? UC 2b.4  T/HSS	<b>Enquiry based unit</b>  Buddhism and other world views What should we do without?  P/HSS	<b>Buddhism</b> How did Buddha teach his followers to find enlightenment?  T/P/HSS	<b>Buddhism</b> How does the triple refuge help Buddhists in their journey through life?  T/HSS	<b>Christianity</b> Kingdom of God What kind of king is Jesus? UC 2b.8  T/HSS

<b>Deeper learning opportunities</b>	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Buddhist centre trip (Moseley)	Easter church service Ash Wednesday service			Year 6 leavers service
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<b>Other opportunities</b>	<p>As part of worship cycle throughout the year, opportunities are planned for a range of Christian speakers from other denominations to include a Methodist minister, Salvation Army, Opening the Book (free church), Karen Berry and Baptist pastor. Also to include speakers from other faiths drawing upon community links.</p> <p>Charity speakers include: Operation Christmas Child, Leamington night shelter, World vision sponsorship, Mary's meals.</p> <p>Whole school Global Christianity Day to be planned in to each year. Delivered in partnership with Barnabas in School</p>
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\*Professional judgment whether to deliver 'digging deeper' or FS1 material (core learning)

**CC** - Core content coverage from Solihull Locally Agreed Syllabus

**Note about Balanced RE and the use of Emmanuel Project:** *The Emmanuel Project is balanced when all three explore areas are included in the sequence of learning. Explore one relates to theology (examining the key ideas or concepts in religions and belief) with a focus on religious texts. Explore two relates to human science (conversations about the human dimension of religions and beliefs) with a focus on religious communities. Lastly, explore three relates to philosophy (conversations about thinking, reasoning and making judgements) with learning focussed around the impact on the individual's way of life.*

**KS1 Core Content**

Core content		Christian love (“Agape”) An enquiry into the idea of “Christian love” What did Jesus teach about being kind?	
A. Knowledge and Understanding		B. Skills and Attitudes	
<p>By the end of <b>Key Stage 1</b> all pupils should know the following core content:</p> <ul style="list-style-type: none"> <li>• Recall the of story of Zacchaeus (Luke 19 v 1-10), including:               <ol style="list-style-type: none"> <li>1. Zacchaeus was the tax collector in Jericho.</li> <li>2. People did not like Zacchaeus because he stole money from them.</li> <li>3. Zacchaeus climbed a tree to see Jesus.</li> <li>4. Jesus spoke to Zacchaeus and asked to stay at his house.</li> <li>5. After meeting Jesus, Zacchaeus returned all the money he had stolen and gave half of what he had to the poor.</li> </ol> </li> <li>• Identify Jesus with the religion of Christianity.</li> <li>• Identify the story of Zacchaeus with the religion of Christianity.</li> <li>• Know that the story of Zacchaeus is in the Bible.</li> <li>• Understand the story of Jesus showing kindness towards a selfish and unpopular man like Zacchaeus provides an example of “Christian love” and that “Christian love” may require showing love towards a person who is not very lovable.</li> </ul>		<ul style="list-style-type: none"> <li>• Express their ideas and insights, raise questions and suggest answers in response to their enquiry into the story of Zacchaeus.</li> <li>• Attempt to support and explain their ideas in simple terms using reasons with religious language.</li> </ul>	

Core content Christian Love : An enquiry into “Christian love” What does the story of “The Lost Sheep’ mean?	
A. Knowledge and Understanding	B. Skills and Attitudes
<p>By the end of lower <b>Key Stage 2</b> all pupils should know the following core content:</p> <ul style="list-style-type: none"> <li>• Recall the main details of “The Lost Sheep” story (Matt 18 v 12-14), Luke 15 v 3-7), including: <ol style="list-style-type: none"> <li>1. A shepherd had a hundred sheep but one goes missing.</li> <li>2. The shepherd searches for the lost sheep.</li> <li>3. The shepherd finds the lost sheep.</li> <li>4. The lost sheep is brought back home.</li> <li>5. Everyone is happy.</li> </ol> </li> <li>• Identify the story with the religion of Christianity.</li> <li>• Know that the story was told by Jesus and that it is in the Bible.</li> <li>• Understand that the story of “The Lost Sheep is a parable and that in parables things or characters represent something else.</li> <li>• Understand that one interpretation of the story is that it provides a demonstration of what “Christian love” as Jesus perhaps taught it might involve the following:- <ol style="list-style-type: none"> <li>a) “Christian love” may require showing love towards a person who is not very lovable. In the parable the “lost sheep” represents those who go astray – those who do not do the right thing and who may themselves be not very kind.</li> <li>b) “Christian love” may require of a person, effort, risk, hardship, even sacrifice as represented in the risk and personal sacrifice shown in the action of the “shepherd”.</li> </ol> </li> <li>• Recognise links between the parable of the “lost sheep” and the story of Jesus’ willingness to help Zacchaeus.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own and raise relevant questions in response to their enquiry into the story of “The Lost Sheep” and what the undertaking of “Christian love” might require of a person.</li> <li>• Suggest answers to the questions they raise using reasons and evidence to support or justify their views.</li> </ul>

Core content	
Christian love ("Agape") An enquiry into the idea of "Christian love" What does "Christian love" require of a person?	
A. Knowledge and Understanding	B. Skills and Attitudes
<p>By the end of <b>upper</b> Key Stage 2 all pupils should know the following core content:</p> <ul style="list-style-type: none"> <li>• Know that Jesus said that the greatest commandment was to "love one another as I have loved you" (John 15:12).</li> <li>• Understand that the word for "love" used in John 15:12 is the Greek word "agape" and that this word is often used in the New Testament for "Christian love".</li> <li>• Recall the parable of "The Good Samaritan" (Luke 10:25-37) and show understanding of the following: <ol style="list-style-type: none"> <li>1. The Samaritan provides an example of a higher type of love that is "Christian love" (or "agape").</li> <li>2. The Samaritan demonstrates "agape" - this higher type of love by stopping. He puts himself in great danger risking his own life.</li> <li>3. By taking the man to safety the Samaritan makes a sacrifice and accepts cost to himself to help not a friend but a person who most Samaritans would regard as an enemy.</li> <li>4. The Samaritan does not expect to get anything back in return – it is not a favour which is likely to be returned.</li> </ol> </li> <li>• Know that Christians believe that God has this higher form of love towards humankind and that this is expressed in the words, "For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have eternal life" (John 3:16).</li> <li>• Understand that "agape" or "Christian love":- <ol style="list-style-type: none"> <li>a) is not the same as romantic love or passionate attraction (that would be "eros").</li> <li>b) involves freely giving kindness or help to another person including the outcast, the rejected, even an enemy.</li> <li>c) involves not expecting to get anything back in return.</li> <li>d) may involve effort, cost, risk and danger.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Express their own ideas and insights and raise relevant questions in response to their enquiry into what "Christian love" is and what it requires of a person.</li> <li>• Suggest answers to the questions they raise using reasons and evidence to support or justify their ideas and views.</li> </ul>