

St. John's RE Whole School Curriculum – 2024-2025

Believing and Understanding Christianity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F.1 Understanding Christianity Cod Creation Why is the word God so important to Christians?	F.2 Understanding Christianity Incarnation Why do Christians perform nativity plays at Christmas?	E3 Kirtles How does the nativity story help us to understand Christmas?	F.3 Understanding Christianity Salvation Why do Christians put a cross in an Easter garden?	E1 Kirtles Which places are special to members of our community?	E6 Kirtles How do we understand and care for the world?
Year 1	I.1 Understanding Christianity Cod What do Christians believe God is like?	C1.1 Kirtles What does it mean to belong to a community of belief?	C1.5 Kirtles Why are festivals important in a community?	I.2 Understanding Christianity Creation Who made the world?	C1.3 Kirtles How can we make good choices?	C1.6 Kirtles Which places and stories are important?
Year 2	I.1.4 Understanding Christianity Gospel What is the good news Jesus brings?	I.3 Understanding Christianity Incarnation Why does Christmas matter to Christians?	C1.2 Kirtles How are symbols used to represent our lives?	I.1.5 Understanding Christianity Salvation Why does Easter matter to Christians?	C1.4 Kirtles How and why do some people pray?	F1.1.3 Kirtles What do religions/world news say about our wonderful world?

Year 3	<p>2a.2 Understanding Christianity</p> <p>People of God</p> <p>What is it like to follow God?</p>	<p>CU2.6 Kirkless</p> <p>How do different people experience God's presence?</p> <p>Judaism</p>	<p>2a.3 Understanding Christianity</p> <p>Incarnation/ God</p> <p>What is the trinity</p>	<p>2a.1 Understanding Christianity</p> <p>Creation/ Fall</p> <p>What do Christians learn from the Creation Story?</p>	<p>CU2.5 Kirkless</p> <p>How do different people experience God's presence?</p> <p>Judaism</p> <p>Hindu Dharma</p> <p>Christianity</p> <p>Sikhism</p> <p>Paganism and ancient civilisations</p>	<p>CU2.7 Kirkless</p> <p>How do different people experience God's presence?</p> <p>Christianity</p> <p>Judaism</p> <p>Hindu Dharma</p> <p>Sikhism</p> <p>Non-religious</p> <p>What is the impact of the Pentecost?</p>
Year 4	<p>2a.4 Understanding Christianity</p> <p>Gospel</p> <p>What kind of a world did Jesus want?</p>	<p>CU2.1 Kirkless</p> <p>What faiths and beliefs can be found in our country and community?</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> <p>Hindu Dharma</p> <p>Buddhism</p> <p>Non-religious</p>	<p>CU2.3 Kirkless</p> <p>How do different people experience God's presence?</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> <p>Hindu Dharma</p> <p>Buddhism</p> <p>Non-religious</p>	<p>2a.5 Understanding Christianity</p> <p>Salvation</p> <p>Why do Christians call the day Jesus died Good Friday?</p>	<p>CU2.4 Kirkless</p> <p>Why do the lives of the Gurus inspire Sikh beliefs?</p> <p>Sikhism</p>	<p>2a.6 Understanding Christianity</p> <p>Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost?</p>
Year 5	<p>2b.1 Understanding Christianity</p> <p>God</p> <p>What does it mean if God is holy and loving?</p>	<p>CU2.6 Kirkless</p> <p>How do different people experience God's presence?</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> <p>Hindu Dharma</p> <p>Buddhism</p> <p>Non-religious</p>	<p>CU2.4 Kirkless</p> <p>Why do some people go on pilgrimages?</p> <p>Judaism</p> <p>Islam</p> <p>Christianity</p> <p>Sikhism</p> <p>Hindu Dharma</p> <p>Buddhism</p> <p>Non-religious</p>	<p>2b.6 Understanding Christianity</p> <p>Salvation</p> <p>What did Jesus do to save human beings?</p>	<p>CU2.3 Kirkless</p> <p>How do different people experience God's presence?</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> <p>Hindu Dharma</p> <p>Buddhism</p> <p>Non-religious</p>	<p>2b.3 Understanding Christianity</p> <p>People of God</p> <p>How can following God bring freedom and justice?</p>
Year 6	<p>2b.5 Understanding Christianity</p> <p>Gospel</p> <p>What would Jesus do?</p>	<p>2b.2 Understanding Christianity</p> <p>Creation/ Fall</p> <p>Creation and Science: conflicting or complementary?</p>	<p>CU2.2 Kirkless</p> <p>How do different people experience God's presence?</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> <p>Hindu Dharma</p> <p>Buddhism</p> <p>Non-religious</p>	<p>CU2.1 Kirkless</p> <p>What do Hindu people believe about God?</p> <p>Hindu Dharma</p>	<p>CU2.5 Kirkless</p> <p>How and why are different people celebrated today?</p> <p>Judaism</p>	<p>2b.8 Understanding Christianity</p> <p>Kingdom of God</p> <p>What kind of a king was Jesus?</p>

Learning Pathways from 'Believing and Belonging'

Pathway 1: The Nature of Religion and Belief	Pathway 2: Expressing Belief	Pathway 3: A Good Life	Pathway 4: Personal Journey	Pathway 5: Influence and authority	Pathway 6: The Big Picture
YR: Summer 1 Y1: Autumn 2 Y4: Autumn 2 Y6: Spring 2	Y2: Spring 1 Y3: Summer 2 Y6: Spring 1	YR: Spring 1 Y1: Summer 1 Y4: Spring 1 Y5: Summer 1	Y2: Summer 1&2 Y4: Summer 1 Y5: Spring 1	Y1: Spring 1 Y3: Summer 1 Y6: Summer 1	YR: Summer 2 Y1: Summer 2 Y2: Summer 2 Y3: Autumn 2 Y5: Autumn 2

Strands of Understanding Christianity

Cod	Creation	Incarnation	Gospel	Salvation	People of Cod	Fall	Kingdom of Cod
YR: Autumn 1 Y1: Autumn 1 Y3: Spring 1 Y5: Autumn 1	YR: Autumn 1 YR1: Spring 2 Y3: Spring 2 Y6: Autumn 2	YR: Autumn 2 Y2: Autumn 2 Y3: Spring 1	Y2: Autumn 1 Y4: Autumn 1 Y6: Autumn 1	YR: Spring 2 Y2: Spring 2 Y4: Spring 2 Y5: Spring 2	Y3: Autumn 1 Y5: Summer 2	Y3: Spring 2 Y6: Autumn 2	Y4: Summer 2 Y6: Summer 2

RE Curriculum Narrative

EYFS: Reception

Children begin their spiritual journey at St John's, the day they enter our Reception class. They begin to think about their own and their families' beliefs and express these to others. They learn that people in their school, community and world can have different beliefs and religions to themselves but we can all live and work well together. They learn to respect the view and opinions of others and know that they can disagree well with others during discussions.

Our EYFS children encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They begin to form a connection with our St John's church, going there for Acts of Worship and exploring why it is a special place for Christians. Christianity is studied as a living and diverse faith; children begin to learn about God with a focus on the teaching of Jesus and the church. Children look in detail at the stories of his birth and death.

Children explore special places for people of different religions, visiting a church and a mosque to explore similarities and differences. They begin to appreciate the awe, wonder and beauty of the world we live in and learn about how people of different faiths believe the world was created. They may begin to form views on how they believe the world was created.

They cover the strands of God, Creation, Incarnation and salvation from the 'Big story' of Christianity. They look at the nature of religion and belief, a good life and the big picture as part of our 'Believing and Belonging' units of work. Children visit a church and mosque during their time in Reception.

Reception children begin to use some religious specific vocabulary. They have chance to explore and use these words during discussions, play and focussed RE activities in class, all of which prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Key Stage 1

In Key Stage 1 children explore the main religions of Christianity and Islam plus other religions in more depth. The other religions studied reflect the composition of the class being taught so planning is adapted year on year to ensure they are relevant to that particular cohort. Our RE curriculum engages and challenges children through an exploration of core concepts and 'big questions'. The classes spiritual journey is captured in a big book which follows them through school, with individual books used for children to have the opportunity to express a more personal and in-depth response to key questions and debates. Our RE curriculum enables children to flourish; they develop a religious literacy, learn the importance of being courageous advocates in school and the wider world and explore the importance of our school's Christian vision further. Children build upon their own thoughts, beliefs and spirituality explored in the Early Years, they explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They cover the strands of God, Creation, Incarnation, gospel and salvation from the 'Big story' of Christianity. They look at the nature of religion and belief, expressing beliefs, a good life, personal journey and influence and authority as part of our 'Believing and Belonging' units of work.

Children visit different places of worship, festivals and special books and begin to draw upon their similarities and differences. They look at how 'new life' is welcomed and prayer in different faiths as well as delving deeper into the idea of creation in religious and non-religious beliefs.

In Year 1 children visit a different church and mosque to the one they visited in Reception so they can experience diversity within a religion.

Lower Key Stage 2

As children move into Year 3 and 4 they are faced with more challenging questions on meaning and purpose. They continue to learn about the different strands of the Big Story in Christianity with the addition of The People of God, The Fall and The Kingdom of God. They look at the nature of religion and belief, expressing beliefs, a good life, personal journey and influence and authority as part of our 'Believing and Belonging' units of work.

Children's spiritual journey continues through debate, reflection and creativity. Our Year 3 students take part in the Spirited Arts project each year. Children have units of work purely focused on Judaism, Sikhi and Islam as well as learning about spirituality and ancient stories across different faiths. In Year 4, they specifically look at our local community and country and the faiths and beliefs represented there. They will have a Jewish and Sikhi visitor in to talk about their faith as well as visiting another local church and mosque in the community, again this enables them to experience diversity within a religion.

The Christian vision of our school and the Holy Trinity, although explored daily in our Church School, are unpicked within some of our Year 3 units. This supports children in understanding the vision and the theological roots of it even further, helping them to be fully immersed in the living out of our vision statement.

Upper Key Stage 2

Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying God, Creation, Incarnation, gospel, salvation, The People of God, The Fall and The Kingdom of God. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity.

Within our Believing and Belonging units they will look at the nature of religion and belief, expressing beliefs, a good life, personal journey and influence and authority. In Year 5 they will explore why pilgrimage and values are important across different religions. In Year 6 children have units purely focussed on Sikhi, Hindu Dharma and Judaism.

Year 5 visit another church in the local community, again this enables them to experience diversity within a religion, they will also visit a Sikh Gurdwara.

Children will have Christian, Jewish and Hindu visitors into class to further explore key questions.

St John's R.E Medium Term Planning

Reception	Previous Learning	Learning Focus	Visits out Visitors in
F.1 Understanding Christianity God Creation Why is the word God so important to Christians?		This section looks at what the bible says about God. For the majority of children entering school the word 'God' is an interjection, or swear word. RE gives them another use of the word, one which is not only important to all people of faith, but also in work they will ultimately cover in history and other curricular areas. For Christians the word 'God' is important as the name of someone very important: The Creator of the universe and all that is in it, including people and animals. It is important to draw inferences from the story as to what God is like. Use the words create , creation , creator and creative often in class so that pupils become familiar with them.	-Church for Harvest Festival
F.2 Understanding Christianity Incarnation Why do Christians perform nativity plays at Christmas?	Autumn 1: -What the bible is. - Christians believe God created the world.	This section looks at what the bible says about Jesus. This Christmas material starts by connecting the baby Jesus with the adult Jesus- often a huge confusion for children- and explores the idea that for Christians, Jesus is not just a baby, but God. Take every opportunity to stress the belief element. Hearing that the nativity stories come from the bible, and actually seeing a bible, begins to help children to connect with a different perspective from what many will learn at home and in the commercial hype around the Christmas festival	-Church to perform the nativity -Reverend Neil in to talk about Christmas/naming ceremony
E.5 Kirtlees Who cares for me and how do I help others?	Autumn 2: -Who is Jesus	This unit of work is based on Pathway 3 – A Good Life. It explores the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It explores the way in which we care for our families, friends and people in our wider community. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed along with traditional stories from	

<p>Christianity</p> <p>Islam</p> <p>World Views</p>		<p>Buddhism and Hindu Dharma. The unit helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p>	
<p>F.3</p> <p>Understanding Christianity</p> <p>Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Autumn 2:</p> <p>-The birth of Jesus</p>	<p>This unit looks at what the bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection.</p>	<p>-Easter Journey</p> <p>through Easter week led by staff and church members</p>
<p>E.1 Kirtlees</p> <p>Which places are special to members of the community?</p> <p>Christianity</p> <p>Islam</p> <p>Hindu</p> <p>Dharma</p> <p>Sikhi</p>		<p>This unit of work is based on Pathway 1 – The Nature of Religion and Belief. This unit explores the concept of 'Special Places'. Children will be encouraged to talk about and describe special places for themselves and learn about special places for religious people. Children should experience places of worship – including the objects, practices and people associated with them. Ideally, this unit should include a short visit to a local place of worship.</p>	<p>-Walk around school grounds- talk about special places.</p> <p>-Church- St John's Evangelist. A time to explore our church and identify objects/features that are special</p> <p>-Mosque- Gulzar e Madina. Activities and time to explore special features of a mosque</p>
<p>E.6 Kirtlees</p> <p>How do we understand</p>	<p>Autumn 1:</p> <p>God the creator for Christians</p>	<p>This unit of work is based on Pathway 6 – The Big Picture. This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take</p>	

<p>and care for the world?</p> <p>Christianity</p> <p>Judaism</p> <p>Islam</p> <p>Hindu</p> <p>Dharma</p> <p>Non-religious views</p>		<p>an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers value and take care of the world due to their beliefs about creation.</p> <p>This unit focuses solely on religious beliefs about creation however there are many interesting cultural stories about creation that teachers may wish to explore with children. EYFS teachers may wish to consider reading some simple creation stories from around the world- try creation stories from African, First Nation American or Aboriginal cultures.</p>	
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Year 1	Previous Learning	Learning Focus	Visits out Visitors in
<p>I.1</p> <p>Understanding Christianity</p> <p>God</p> <p>What do Christians believe God is like?</p>	<p>Reception:</p> <p>Autumn 1- why the word God is important</p> <p>Autumn 2- why Christians perform nativity stories</p> <p>Spring 2- why Christians put a cross in the Easter garden</p> <p>Summer 2- Christian's creation story</p>	<p>In this unit children will identify what a parable is. They will tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>Forgiveness is a value we show at St John's in order to live out our Christian vision. This can be further explored during this unit.</p>

<p>CI.1 Kirtlees</p> <p>What does it mean to belong to a community of belief?</p> <p>Christianity</p> <p>Islam</p> <p>Hindu</p> <p>Dharma</p> <p>Judaism</p> <p>Sikhi</p>	<p>Reception:</p> <p>Summer 1: Why the church is special to Christians. Why the mosque is special to Muslims</p> <p>Year 1:</p> <p>Autumn 1: How Christians put their beliefs into practice</p>	<p>This is a Pathway 1 unit, looking at the nature of religion and belief. In this unit pupils will learn about what it means to belong to a community, including a religious community. They will learn what they might see in a religious building, and what people do when they go there. They will begin to understand that there are similarities and differences between places of worship, within and between faith communities. They will learn that places of worship are sacred places for the people who go there.</p>	<p>Visit to church-Westborough</p> <p>Methodist church- compare to St Johns</p> <p>Visit to mosque-Masjid Uthman (next to Westborough Church)</p>
<p>CI.5 Kirtlees</p> <p>Why are festivals important in a community?</p> <p>Christianity</p> <p>Judaism</p> <p>Islam</p> <p>Sikhi</p> <p>Hindu</p> <p>Dharma</p> <p>Secular</p>	<p>Reception:</p> <p>Autumn 1: Harvest Festival</p> <p>Harvest, Christmas, Easter, Eid Ul Fitr and birthdays celebrated in Reception and Year 1</p> <p>Reception: Christmas and Easter units.</p>	<p>This is a Pathway 5 unit looking at influence and authority. It allows pupils to consider the concept of celebration. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. It will help develop pupils' understanding of celebrations, including religious festivals. It includes a study of Harvest festival, Eid ul Fitr, Suktot, Diwali and Bandi Chhor Divas. Pupils are enabled to respond and reflect by creating their own class celebration.</p>	
<p>1.2</p> <p>Understanding Christianity</p> <p>Creation</p> <p>Who made the world?</p>	<p>Reception:</p> <p>Autumn 1 and Summer 2:</p> <p>Christian creation story</p>	<p>By the end of the unit, pupils are expected to be able to: Retell the story of creation from Genesis 1:1-2:3. Recognise that the creation story is the beginning of the "Big Story" of the bible. Say what the story tells us about God, creation and the world. They will be able to give at least 1 example of what Christians do to say thank you to God for the Creation</p>	

CI.3 Kirklees How can we make good choices? Christianity Islam Hindu Dharma Islam Judaism Sikhi Buddhism Non-religious approaches to life.	Reception: Spring 1: E5: Who cares for me and how do I help others?	This is a Pathway 3 unit looking at 'A Good Life'. The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars and the ways in which Sikhs, Buddhists and Hindus make good choices. They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.	Mr Brook- charity work carried out by St John's church Muslim (member from Gulzar e Madina) - charity work carried out by the mosque
CI.6 Kirklees Which books and stories are important? Christianity Islam Judaism Sikhi	Bible stories: Reception- creation, birth of Jesus, Easter, The Lost Sheep, The Precious Pearl, Jesus calls his disciples, Jesus welcomes the children Year 1- creation and The Lost Son Islamic stories: Spring 1 What makes a good helper	This is a Pathway 6 unit looking at The Big Picture. Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways.	
	Children will also have heard other bible stories during Act of Worship. The story of Noah's Ark and God's promise is revisited throughout the year as it is the theological underpinning of our Christian vision.	Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or 'morals') in stories, these include secular tales and fables as well e.g. 'The Boy who cried wolf' etc.	

		<p>The unit goes on to investigate stories from holy books such as the Bible, Qur'an, Torah and the Guru Granth Sahib. Pupils consider why these are special and how they are respected and treated.</p>	
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Year 2	Previous Learning	Learning Outcomes	Visits out Visitors in
<p>1.4 Understanding Christianity Gospel</p> <p>What is the good news Jesus brings?</p>	<p>Reception:</p> <p>Autumn 2: The birth of Jesus</p> <p>Spring 1: Jesus and his disciples</p> <p>Spring 2: Jesus death and resurrection</p> <p>Year 1:</p> <p>Summer 2: Parables from the bible</p> <p>Forgiveness is a value we show at St John's in order to live out our Christian vision. This can be further explored during this unit.</p>	<p>In this unit children will tell stories from the bible and recognise a link with a concept of 'Gospel' or good news. They will give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians and recognise that Jesus gives instructions to people about how to behave.</p> <p>Children will give examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless and of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession.) They will think, talk and ask questions about whether Jesus 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas</p>	<p>Church- A visit to St John's Evangelist where children will discuss and take photos of places in church (building and grounds) which might help Christians to feel friendly/forgiving and forgiven/peaceful or close to God.</p>
<p>1.3 Understanding Christianity Incarnation</p> <p>Why does Christmas matter to Christians?</p>	<p>Reception:</p> <p>Autumn 2: Why do Christians perform a nativity play at Christmas</p> <p>Although not a focus of RE lessons in Year 1, they will still perform a nativity in Church.</p>	<p>In this unit children will give a clear, simple account of the story of Jesus' birth and explain why Jesus is important to Christians. They will recognise that stories of Jesus' life come from the Gospels and recognise the link between the nativity story and Incarnation, 'Jesus is God on Earth' Children will give examples of ways in which Christians use the story of the nativity in church and at home. They will decide what they personally have to be thankful for at Christmas. Think, talk and ask questions about the Christmas story and the lessons they might learn from it, for example about being kind and generous</p>	<p>Elim church- Christmas journey</p> <p>St John's Church: to perform a nativity</p>

<p>CI.2 Kirktees</p> <p>How are symbols used to welcome new life?</p> <p>Christianity</p> <p>Islam</p> <p>Sikhi</p> <p>Non religious</p>		<p>In this Pathway Two unit on expressing beliefs, pupils will explore how symbols are used when welcoming new life. They will study initiation rites from Christianity, Islam and Sikhism including infant baptism, the naam karan and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. They will discover the symbolic food, objects and practices that can be used when welcoming new babies into communities. Pupils will be given the opportunity to reflect on the concepts of wishes and promises. They will compare and contrast different approaches to welcoming new life.</p>	<p>Caranthi- interview about the Sikh ceremony</p> <p>Rev Neil- baptising a baby (doll) at church</p> <p>Muslim mumn/dad- explaining what happened when their baby was born into the Islamic faith</p>
<p>1.5 Understanding Christianity</p> <p>Salvation</p> <p>Why does Easter matter to Christians?</p>	<p>Reception:</p> <p>Spring 2: Why do Christians put a cross in the Easter garden</p> <p>Year 2:</p> <p>Autumn 1: Children explore how Christians put their beliefs into practice during a church service.</p>	<p>Children will recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. They will tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Children will give examples of how Christians show their beliefs about Jesus as saviour in church worship. They will think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>Easter Journey- through Easter week led by staff and church members</p>
<p>CI.4 Kirktees</p> <p>How and why do people pray?</p>	<p>Reception:</p> <p>Summer 1: Children visit a church and mosque and discuss prayer within these buildings.</p>	<p>This is a Pathway 4 unit based on Personal Journey. It aims to develop an understanding of the importance of prayer to those who belong to different religious communities. It explores how prayer and meditation might make people wonder at the world and ask big questions about life. It includes reference to</p>	

<p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Sikhi</p> <p>Buddhism</p> <p>Hindu</p> <p>Dharma</p> <p>non-religious approaches to life.</p>	<p>Year 1:</p> <p>Autumn 2: further exploration of a church and mosque and the religious acts that take place there.</p> <p>As a church school, prayer is extremely important to us and is a part of our daily lives. It is explored further during AOW.</p>	<p>examples of amazing experiences such as Daniel in the lion's den. The unit will be enhanced by introducing pupils to people who are happy to be questioned about their experience of prayer</p>	
<p>FL13 Kirklees</p> <p>What do religions/world views say about our wonderful world?</p> <p>Christianity</p> <p>Islam</p> <p>Non-religious</p> <p>(some references to: Judaism, Sikhi and Buddhism)</p>	<p>Reception:</p> <p>Summer 2:</p> <p>What do religious believers believe about who created the world?</p> <p>Year 1: Spring 2: Who made the world? (Christianity)</p>	<p>This unit follows Pathway 4: Personal Journey. Pupils will learn about the views of different religions/worldviews regarding the origins of the world and the place of human beings in it. The unit will focus on considering the ways in which religious and non-religious individuals and organisations show care and concern for the planet. This unit places the foundations for a later unit Lower KS2: FL2.11 How do creation stories help people understand the world?</p>	<p>Walk around school grounds.</p> <p>Recycling representative to talk to the children.</p> <p>(Stacey: Kirklees link from 23-24)</p>

Year 3	Previous Learning	Learning Outcomes	Visits out Visitors in
<p>2a.2 Understanding Christianity People of God What is it like to follow God?</p>	<p>Reception: Autumn 1: Why is the word God important to Christians? Year 1: Autumn 1: What do Christians believe God is like?</p>	<p>Children will make clear links between the story of Noah and the idea of covenant. They will make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Children will make links between the story of Noah and how we live in school and the wider world. They will further explore why the story of Noah is the biblical underpinning of our school's vision.</p>	
<p>CL2.6 Kirklees How do Jews use stories to remember God's covenants? Judaism</p>	<p>Year 1: Summer 2: Which books and stories are important? Year 3: Autumn 1: Introduction to the idea of a covenant Whole school vision: Rainbow as a symbol of a promise</p>	<p>This is a pathway 6 unit looking at the big picture. This unit focuses on what it is like to be Jewish: exploring the covenant with God; exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p>	<p>Helen Fraiss- Jewish visitor</p>
<p>2a.3 Understanding Christianity</p>	<p>Year 2: Autumn 1: Introduction to the gospel Spring 1: Baptism is explored.</p>	<p>In this unit children will identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. They will offer suggestions about what texts about baptism and Trinity might mean and give examples of what these texts mean to some Christians today. Children will describe how</p>	<p>Church: Visit St John's church and look carefully at the stained-glass windows</p>

<p>Incarnation/ God</p> <p>What is the trinity</p>	<p>As a church school, the trinity is explored further in Act of Worship. Before we pray each day, we say the trinity</p>	<p>Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>	<p>for symbols of the Trinity.</p>
<p>2a.1 Understanding Christianity Creation/ Fall</p> <p>What do Christians learn from the Creation Story?</p>	<p>Reception: Summer 2: What do religious believers believe about who created the world? (Christian, Judaism, Islam and others) Year 1: Spring 2: Who made the world? (Christianity) Year 2: Summer 2: How can we look after the planet?</p>	<p>Children will place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. They will make clear links between Genesis 1 and what Christians believe about God and Creation. Children will describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) They will ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>The part- to identify wow factors in nature</p>
<p>CL2.5 Kirklees</p> <p>How do ancient stories influence modern celebrations?</p> <p>Judaism</p> <p>Hindu</p> <p>Dharma</p> <p>Christianity</p> <p>Sikhi</p> <p>Paganism</p>	<p>Year 3: Autumn 2</p> <p>How do Jews use stories to remember God's covenant?</p> <p>Links to festivals celebrated throughout school life.</p>	<p>In this unit, pupils will learn about the ancient stories that underpin festivals of light from Judaism, Sikhism, Hindu Dharma, Christianity, Paganism and Ancient Civilisations. They will explore how these ancient stories have influenced how people celebrate in modern times. During the unit, children will consider how the festivals use light as a representation of hope, joy, remembrance and reflection.</p>	
<p>CL2.2 Kirklees</p>	<p>As a church school, children are on a spiritual journey right from the start of Reception. This is</p>	<p>This unit of work is based on Pathway 2 – Expressing Beliefs. This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated. The unit offers opportunities for pupils to</p>	<p>Enter the Spirited Arts Competition</p>

How do different people express their spirituality? Christianity Judiasm Islam Sikhi Non-religious	explored during RE lessons but also in our everyday life in class, home and AOW. Reflection areas in classes provide another opportunity for spiritual development.	experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance, but creative teachers may use the suggestions as a starting point to explore spirituality through other creative skills such as drama and sculpture. The use of art requires sensitivity and guidance on this is included in the notes and in the resource pack. This study could be linked to participation in the Spirited Arts and Spirited Poetry competitions organised by the National Association of Teachers of RE http://www.natre.org.uk/spiritedarts/	
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Year 4	Previous Learning	Learning Outcomes	Visits out Visitors in
2a.4 Understanding Christianity Gospel What kind of a world did Jesus want?	Year 1: Summer 1: How people show they care Year 2: Autumn 1: The good news that Jesus brings Love is a big part of our school vision and something that is explored during Act of Worship and in our everyday lives at St John's.	Children will identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. They will make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Children will offer suggestions about what Jesus' actions towards the leper might mean for a Christian and make simple links between Bible texts and the concept of 'Gospel' (good news). They will give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. They will make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	A church leader- to discuss how they live and work in a way that Jesus wants
CL2.1 Kirklees What faiths and beliefs	Reception: Summer 1: Which places are special and why?	This unit is based on Pathway 1, The Nature of Religion and Belief. It looks at different places of worship in the local and wider community and their significance to believers. If visits to different places of worship are not possible then	Local church and mosque leader to discuss what they do

can be found in our country and community?	Year 1: Autumn 2: What does it mean to belong to a church or a mosque?	try to encourage members of faith communities to come into school to discuss what happens in their place of worship and why it is important to them. It is important throughout this unit that teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups for non-religious activities.	to lead their community. Visit Our Lady and St Paulinus Catholic church and Culzar e Madina. Plan an interfaith project to be carried out in the New Year.
CL2.3 Kirtles How do the Five Pillars help Muslims to live a good life? Islam	Reception: Spring 1: What makes a good helper and why? This unit explored being a good helper in Islam. Reception: Summer 2: What do religious believers believe about who created the world? (Islam) Year 1: Summer 1: How and why do we care for others? Year 1: Summer 2: Which books and stories are special? Year 2: Summer 1: How and why do people pray?	This unit of work is based on Pathway 3 – a good life. The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him) as a role model and inspiration for Muslims. It expands and develops learning about the Five Pillars of Islam as a way of focusing on key Muslim beliefs about the right way to live. Pupils will learn and draw on specific religious language to explain Islamic values and how they are shared with other religions and worldviews.	A Muslim visitor: Why is the Prophet Muhammad and the five pillars of Islam are important to them.
2a.5 Understanding Christianity Salvation	Reception: Spring 2: Why do Christians put a cross in an Easter garden?	Children will be able to order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. They will offer suggestions for what the texts about the entry into Jerusalem, and the death and	A church leader- to talk about a Maundy Thursday communion service

<p>Why do Christians call the day Jesus died Good Friday?</p>	<p>Year 2: Spring 2: Why does Easter matter to Christians?</p> <p>Easter Journey: Each year the children at St John's go on an Easter Journey to further explore the events of Holy Week.</p>	<p>resurrection of Jesus might mean and give examples of what the texts studied mean to some Christians.</p> <p>They will make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Children will describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. They will make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	
<p>CL2.1+ Kirtlees</p> <p>How do the lives of Gurus inspire Sikh believers?</p> <p>Sikhi</p>	<p>Year 3: Summer 1: What do Creation stories tell us about our world?</p>	<p>This is a Pathway 4 unit looking at personal journey. The unit is about the beliefs and practices of modern-day Sikhs and their origins in the teaching of Sikh leaders such as Guru Nanak and Guru Gobind Singh. These Sikh Gurus had mysterious and life-changing experiences that they explained as an encounter with God. The unit focuses on the Gurus' new insights into the meaning of life and the ways those insights were taught or passed on to others through their teaching and writing and finally through the Guru Granth Sahib.</p>	<p>A Sikh visitor – to talk about their belief and practice.</p> <p>(Mr Blackburn's contact)</p>
<p>2a.6 Understanding Christianity</p> <p>Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost?</p>	<p>Year 2: Spring 1: What is the trinity</p> <p>Year 4: Spring 2: Why do Christians call the day Jesus died Good Friday?</p>	<p>Children will make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. They will offer suggestions about what the description of Pentecost in Acts 2 might mean and give examples of what Pentecost means to some Christians now. Childre will make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. They will make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>A local Christian (Mr Brooke) – What they do to celebrate Pentecost Sunday.</p> <p>A member of the church – fruits of the spirit</p>

Year 5	Previous Learning	Learning Outcomes	Visits out Visitors in
2b:1 Understanding Christianity God What does it mean if God is holy and loving?	Year 3: Spring 1: What does is the Trinity? Year 1: Autumn 1: What do Christians believe God is like? Reception: Autumn 1: Why is the word God so important to Christians?	During this unit children will: Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Go to visit Dewsbury Minister to see how the church architecture reflects about what Christians believe about God. =
CU2.6 Kirklees What do Christians believe about the old and new covenants?	Year 3: Autumn 2: How do Jews use stories to remember God's covenant? Vision: Children understand the promise made in the Noah's Ark story that links to our whole school vision.	This unit follows Pathway 6 as it explores some of the 'Grand Narratives' of Christianity focusing on covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these ancient stories about covenants and their importance. It also makes comparisons to the other Abrahamic faiths' views of these stories. This unit links stories about Moses and the Kingdom in the Old Testament with the birth stories about Jesus as the 'new covenant' and covers Christian beliefs about the incarnation, and divinity and humanity of Jesus.	Interview a Christian and ask about their response to Jesus' 'I am' sayings: Contact Malcolm Brook or Maurreen Hobson (governors and members of St John's church)
CU2.4 Kirklees Why do some people go on pilgrimage?	Reception: Summer 1 Which places are special to members of our community? Year 4: Spring 1	This unit follows Pathway 4 'Personal Journey'. It explores the special journeys that people make, including pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It looks at some well-known pilgrimage destinations and the stories associated with them. It explores why pilgrimages are undertaken and reflects on the sense of identity and belonging pilgrims	

	How do the Five Pillars help Muslims to live a good life? - A lesson about Hajj will have taken place.	may experience. It considers the sacrifices that people make in order to carry out the journeys and how these sometimes mystical or powerful experiences enrich people's lives and give them new insights.	
2b.6 Understanding Christianity Salvation What did Jesus do to save human beings?	Year 4 Summer 2: When Jesus left, what was the impact of Pentecost? Year 4 Spring 2: Why do Christians call the day Jesus died Good Friday? Year 2 Spring2: Why does Easter matter to Christians? Reception Spring 2: Why do Christians put a cross in an Easter garden?	During this unit children will understand that: Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	
CU2.3 Kirklees: What values do people live by? Christianity Buddhism Hindu Dharma Islam Judaism		This unit focuses on Pathway 3: 'A Good Life'. It enables pupils to identify how religions / worldviews provide guidance for their followers on how to live a good life, and to think about their own values. The focus is on the ways in which values make a difference to our lives, including the golden rule of all religions and the non-religious worldview, Humanism. Faith in action is examined from different religious perspectives. Christian and Muslim ideas are revised, followed by an investigation of the Sikh concept of sewa, the Jewish principle of Tikkun olam, the Hindu understanding of dharma and ahimsa and the Buddhist emphasis on the Eightfold Path and the quest for	Depending which religions are covered (those reflected within the class) visitors can be arranged to come in for children to ask questions about their values.

<p>Humanism Sikhi.</p>		<p>happiness. The unit works towards an understanding of the values peoples share, and the fact that there is disagreement about what is desirable in life.</p>	
<p>2b.3 Understanding Christianity People of God How can following God bring freedom and justice?</p>	<p>Year 3 Autumn 1: What is it like to follow God? Year 5 Spring 2: What did Jesus do to save human beings?</p>	<p>Within this unit pupils will understand that:</p> <p>The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p>	

Year 6	Previous Learning	Learning Outcomes	Visits out Visitors in
<p>2b.5 Understanding Christianity Gospel What would Jesus do?</p>	<p>Year 2 Autumn 1: What is the good news Jesus brings? Year 4 Autumn 1: What kind of a world did Jesus want?</p>	<p>During this unit children will understand:</p> <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p>	

		<p>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p>	
<p>2b.2</p> <p>Understanding Christianity</p> <p>Creation/ Fall</p> <p>Creation and Science:</p> <p>conflicting or complementary.</p>	<p>Reception: Autumn 1</p> <p>Why is the word God so important to Christians?</p> <p>Year 1: Spring 2: Who made the world?</p> <p>Year 3 : Spring 2 What do Christians learn from the Creation Story?</p>	<p>During this unit children will understand that:</p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	
<p>CU2.2 Kirklees</p> <p>How do Sikhs symbolise their commitment?</p> <p>Sikhism</p>	<p>Year 4 : Summer 1</p> <p>Why do the lives of the Gurus inspire Sikh believers?</p>	<p>This unit is based on Pathway 2 – Expressing belief. It develops knowledge and understanding of Sikhi, including worship practices. It invites pupils to reflect on how Sikhs symbolise their faith through actions and rituals. The content of the unit supports pupils to understand and evaluate values and how they inform the religious practice, commitment and service in of Sikhs. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p>	<p>A visit to Gurus Nanak Gurdwara in Huddersfield.</p>
<p>CU2.1 Kirklees</p> <p>What do Hindu people believe about God?</p> <p>Hindu Dharma</p>	<p>Year 3: Summer 1 How do ancient stories influence modern celebrations?</p> <p>Year 5: Summer 1: What values do people live by?</p>	<p>This unit is a pathway one unit of work. It builds on knowledge children have already learnt about Hindu Dharma in KS1 and lower Key Stage 2. This unit of work focusses on Hindu belief in God and how Hindu people worship in different ways at home and in the Mandir. Pupils should be given the opportunity to identify similarities and differences in belief and worship in different traditions in Hindu Dharma and compare these to other beliefs. In each religion / worldview there are people who believe different things and practise in different</p>	<p>Hindu visitor:</p> <p>parent/Mrs Dhargar to talk about their beliefs.</p>

		ways. There is a variety of reasons why some aspects have changed over time and why some have stayed the same.	
CU2.5 Kirtles How and why are Jewish festivals celebrated today?	Year 1: Spring 1: Why are festivals important in a community? Year 3: Autumn 2: How do Jews use stories to remember God's covenant?	This unit follows Pathway 5 – Influence and authority. It explores how Jewish people are influenced by many years of tradition and teaching as they celebrate their faith today. This unit focuses on what it is like to be Jewish, exploring beliefs about God, about how ideas of God are expressed in stories, celebration, ritual and action; about the great festivals of Rosh Hashanah, Purim and Hanukkah, illustrating how Jewish communities learn and celebrate together.	Jewish visitor: Helen Frairs to talk about festivals.
2b.8 Understanding Christianity Kingdom of God When kind of a king was Jesus?	Year 4: Summer 2 When Jesus left, what was the impact of Pentecost?	Within this unit pupils will understand that: Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	