



Curriculum Learning Guide

RE



How is RE taught at St Philip's CE Primary Academy?

Curriculum Intent:

What do we want to achieve with our RE curriculum?

The aim of our R.E curriculum is to enable the children at St Philip's to develop their knowledge of world faiths, values, beliefs and cultures.

Through delivery of the Diocesan Syllabus, we give our pupils the opportunity to understand the world around them by exploring different religions of the world. As a Church of England academy, we ensure that 50% of our curriculum is Christianity based, whilst taking into consideration the religious beliefs of our community and the need to understand wider faiths. Our approach gives the children the opportunity to hold balanced, informative discussions about religions and worldviews. This approach supports the school in fulfilling the

Statement of Entitlement.

With the use of the Diocesan Syllabus, Understanding Christianity and supporting materials, we are giving our children the chance to learn about different religions and world views in a **21st Century** context. The curriculum ensures that our children are exposed to a wide variety of world and faith beliefs, supporting our children to be **independent, positive future citizens** who become **life-long learners**. Our delivery of the RE curriculum is **inclusive** and **inspirational** – with the use of 'Big Questions' at the start of each unit, we **foster curiosity** and give each individual the opportunity to '**let their light shine.**' Matthew 5:16.

Children will understand that RE is learning to understand the world around us through different religious and non-religious points of view.

Implementation:

How will this be achieved?

Understanding Christianity is a whole school approach that consists of eight strands of Religious Education, focused around Christianity:

- God
- Creation and Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God
- Learning about and from Other Faiths

Each area is revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme.

Unit Structure & Lesson Structure

Over the academic year, each year group cover three units from the Understanding Christianity Syllabus about the Christian religion plus three units from the Understanding Christianity Thematic units, covering the teaching of Judaism, Islam and Sikhism. Throughout the year, the whole school will take part in three RE days, to ensure that all aspects of Understanding Christianity are taught, and that all class teachers get the opportunity to teach RE to their class. covering other Understanding Christianity Units delivered by ALL teachers.

The coverage ensures 50% teaching of Christianity and 50% teaching of other religions, with total teaching hours for RE 53 hours (Legal requirement 1hr per week in KS1 and 1hr 15 minutes per week in KS2). Throughout each unit of work, there is a clear build-up of skills, knowledge and understanding, leading to a class, shared or individual outcome.

Each lesson consists of a starter activity with a 'Big question' followed by the '**Main Event**' which includes a balance of practical approaches and written outcomes to the teaching and learning of RE. Examples of practical teaching tools used include role play, hot seating and Dialogic Talk. The lesson will end with a plenary of '**Wrapping Up**'. Units are assessed, through teacher judgements of the key learning objectives, which is recorded on the **RE Assessment Tracker**. Lessons and activities are adapted to the needs of the pupils through scaffolding, use of adult support and challenge.

Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These will be introduced to the children at the start of each unit and put into each child's RE book for the pupils to refer to.

Impact:

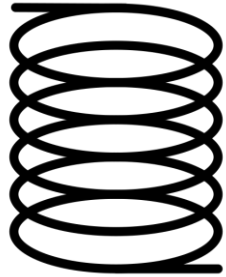
At the beginning of each new academic year and each unit throughout the year, children are given the chance to complete a 'Brain Dump' – an opportunity to put down on paper everything that they can recall from previous work. This is completed in pencil. At the end of the unit, children add to their 'Brain Dump,' in green pen to organise their thoughts and add more examples of their learning and understanding, demonstrating their progress over the unit.

At the end of each unit, children are asked to complete an assessment piece that supports teacher assessment. This can be in the form of a letter, a newspaper article, video etc. Once these tasks have been completed, the teacher of RE completes an RE Assessment tracker, RAG rating individual pupils against the Key Learning Objectives of each unit.

Over the course of each year, all children visit the different strands of RE. Under each strand, progression and development of the subject is seen in the key themes that are explored through the following Big Questions:

God	Years 1 & 2: What do Christians believe God is like? Years 3 & 4: What is like to follow God? Years 5 & 6: What does it mean if God is holy and loving?
Creation and Fall	Years 1 & 2: Who made the world? Years 3 & 4: What do Christians learn from the creation story? Years 5 & 6: Creation and Science: Conflicting or complimentary?
People of God	Years 5 & 6: How can following God bring freedom and justice?
Incarnation	Years 1 & 2: Why does Christmas matter to Christians? Years 3 & 4: What is the Trinity? Years 5 & 6: Was Jesus the Messiah?
Gospel	Years 1 & 2: What is the Good News that Jesus brings? Years 3 & 4: What kind of world did Jesus want? Years 5 & 6: What would Jesus do?
Salvation	Years 1 & 2: Why does Easter matter to Christians? Years 3 & 4: Why do Christians call the day that Jesus died Good Friday? Years 5 & 6: What difference does the resurrection make for Christians?
Kingdom of God	Years 3 & 4: When Jesus left, what was the impact of Pentecost? Years 5 & 6: What kind of king is Jesus?
Thematic Syllabus	<p>Judaism Years 1 - 4: Who is Jewish and how do they live? Years 5 & 6: What does it mean for a Jewish person to follow God?</p> <p>Islam Years 1 - 4: Who is a Muslim and what do they believe? Years 5 & 6: What does it mean to follow God?</p> <p>Sikhism Years 1 - 4: What does it mean to be a Sikh? Years 5 & 6: What does it mean for Sikhs to follow God?</p>

Spiral Curriculum



The RE curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of RE, pupils will;

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

Key Drivers at St Philip's

Key Drivers at St Philip's					
	Oracy Rich	Relevant Content	Experiential Learning	Future Proof	Inclusive & Supportive
RE	<ul style="list-style-type: none"> • confidence building – giving them the vocabulary to express themselves • instructions • debate/discussion/negotiation • explanations • empathy • drama • role play <p>Dialogic Talk, Hot seating, whole class discussions</p>	<ul style="list-style-type: none"> • Develop and enhance English and Maths' skills through RE topics <p>Trips, Artefacts, different texts</p>	<ul style="list-style-type: none"> • Visits and visitors in school • Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording. <p>scheme of work covers the National Curriculum and uses the Understanding Christianity resources for lesson plans.</p>	<ul style="list-style-type: none"> • Create young people who accept & appreciate that everyone is different and that they react differently to situations • Create safer environments for themselves and others • Give pupils the confidence to speak out about their own faith and beliefs 	<ul style="list-style-type: none"> • Creates a sense of place, belonging, identity, purpose • SEND approaches used inc. use of resources and adults • A variety of learning styles is used: visual, audio and kinetic • Assessment of pupils inform the teacher of current achievements and give guidance for future learning. • world views and including different Theology, Philosophy and Human Social Science. <p>Using Adaptive teaching Strategies</p>

"It is important that the skills and competencies children and young people are taught are indeed generic and not just tied to specific situations. PSHE helps learners generalise to real life". Durlak et al, 1995

Weaving knowledge, skills and understanding together in the RE Curriculum EYFS

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Educational Programs, Statutory Frameworks

Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
<p>To learn that the Bible is the holy book of Christians</p> <p>To learn that Noah's Ark, Daniel in the lions den and Jonah and the whale are stories from the Bible.</p>	<p>To learn the Easter Story and that Christians believe Jesus gave his life for the 'bad things' (sins) people did.</p>	<p>To learn the Christmas is a celebration in Christianity that celebrates the birth of Jesus Christ.</p> <p>To learn that Christians believe that Jesus Christ is the Son of God and forms part of the Holy Trinity.</p>	<p>To learn that Hanukkah is a celebration celebrated by Jewish people, the story of the Maccabees and the Minora</p> <p>To learn that the Minora is a special artifact of Judaism.</p> <p>To learn about the story of Rama and Sita and how Diwali is a significant celebration in Sikhism.</p> <p>To learn that Diva Lamps are artifacts in the Sikh religion.</p> <p>To learn to understand the significance of Ramadan followed by Eid Ul-Fitr and how it relates to the Prophet Muhammed.</p>

Vocabulary

Noah Daniel Jonah Jesus God Prophet Muhammed Rama Sita Ark Lions Den Easter Holy Trinity Christmas Minora Diwali Diva Lamps Eid

Weaving knowledge, skills and understanding together in the RE Curriculum Year 1

Religious Education Statutory Requirement

Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
<p>To introduce the story of creation from Genesis 1:1–2.3 simply.</p> <p>To recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>To know what Christians do to say thank you to God for the Creation.</p> <p>To retell the story of creation from Genesis 1:1–2:3 simply</p> <p>To say what the story tells Christians about God, creation and the world.</p> <p>To know humans have a special responsibility to look after the world</p>	<p>To know Salvation is part of a 'big story' of the Bible.</p> <p>To know about the Holy Week and Easter.</p> <p>To know about the entry into Jerusalem- Palm Sunday</p> <p>To know Christians believe Jesus rose from the dead ,giving people hope of new life.</p> <p>I can use actions to show the events of the Holy week</p> <p>To know about Easter practices in Christianity</p>	<p>To know the parable of the Lost son</p> <p>To explain the Lost son is a Parable And what it means to Christians.</p> <p>To know what the story of the lost son says about God.</p> <p>To answer and write my own I wonder..... questions about the Lost Son.</p> <p>To help make a class 'hidden meaning box' to explain the story of the Lost Son</p> <p>To talk about the different kind of prayers: these are praise, saying sorry, saying thank you, and asking for something.</p> <p>To explain which parts of the story the characters might say one of these types of prayers</p>	<p>To understand symbolism in Sikh worship: The 5ks</p> <p>To understand the Ik onkar symbol</p> <p>To describe what religious believers say about God</p> <p>To know that the Mool Mantar is the holy scriptures of the Sikhs.</p> <p>To understand the message of Guru Nanak.</p> <p>To recognise special objects Jewish people have in their home.</p> <p>To re-tell some simple stories used in Sukkot</p> <p>To sequence the story Abraham in Judaism</p> <p>To know the story of Moses in Judaism</p> <p>To recognise the words of the Shahadah and that it is very important for Muslims</p> <p>To recognise a story of the Prophet to show what Muslims believe about Muhammad</p> <p>To identify religious artefacts in Islam</p> <p>To know the story of creation in Islam</p>

			<p>To know that the Five Pillars are examples of Ibadah or worship</p> <p>To explain how the Qur'an is used, treated and learnt.</p> <p>To explain how some activities in the mosque reflect Muslim belief.</p>
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Vocabulary

Genesis 1 Wonderful Amazing Great Creative Clever

Salvation Christianity Holy week Easter Palm Sunday Good Friday Jerusalem Big frieze Jesus New life Death

Parable Jonah whale God Angry incarnation

Mool mantar Sikhism Gurus The 5KS Guru Granth Sahib Ik Onkar

tallit Mezuzah Sukkot kippah synagogue Torah Menorah Moses

Shahadah Special Amazing Beautiful Huge Tasbeeh prayer beads Prayer hat Musalla Prayer mat Quran stand Shoe stand Creation Allah

**Weaving knowledge, skills and understanding together in the RE Curriculum
Year 2**

Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
To identify WOW factors of the environment.	To recognise that God, Salvation are part of the 'big story' of the Bible.	To understand what a parable is.	To compare my ideas with the Mool Mantar, the first hymn composed by Guru Nanak
To know the Jewish and Christian creation story.	To know stories of the Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).	To tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God .	To know the core Sikh ideas about God.
To make a list of rules of how to look after the world.	To reflect on the Holy week in Christianity.	To draw and write about parts of the story of Jonah.	To know what some of the teachings of the Gurus mean to Sikhs today. (A3)
To be able to identify the best thing about the world	To write a letter of forgiveness and make a forgiveness badge	To know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King.	To understand the Teachings of Guru Nanak.
To choose and describe a day in the creation story			To recognise what artefacts Jewish people have at home.

<p>To paint a day in the creation story</p>		<p>To know that Christians worship God and try to live in ways that please him.</p>	<p>To be able to re-tell simple stories about the Sukkot</p> <p>To know the story of Abraham's sacrifice in Judaism</p> <p>To know that these stories remind Jews what God is like.</p> <p>To Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>To know that Muslims have 99 names for God to help them understand Allah better</p> <p>To recognise stories about the Prophet show what Muslims believe about Muhammad.</p> <p>To know that the story of the Crying camel show how the Prophet cares for all Allah's creation</p> <p>To give examples of how Muslims put their beliefs about prayer into action</p> <p>To explain how the Qur'an is used, treated and learnt.</p> <p>To explain how some activities in the mosque reflect Muslim belief.</p>
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Vocabulary

Environment Creation Genesis 1 Wow factors World Amazing

Salvation Christianity Holy week Easter Palm Sunday Good Friday Jerusalem Big frieze Jesus New life Death Forgiveness Rescue

Parable Jonah whale God Angry Incarnation Loving Forgiving Fair Lord

Mool mantar Sikhism Gurus The 5KS Scriptures Guru Granth Sahib Ik Onkar

Abraham tallit Mezuzah Sukkot kippah synagogue Torah Menorah Moses

Muhummad Shahadah Ibadah Quran Camel First pillar Revelation Allah

Weaving knowledge, skills and understanding together in the RE Curriculum Year 3

Religious Education Statutory Requirement

Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
<p>Key Objectives</p> <p>To say what is wonderful about the world</p> <p>To know what Christians learn from the Creation story.</p> <p>To know which is the most important part of the Creation story.</p> <p>To place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.</p> <p>To make clear links between Genesis 1 and what Christians believe about God and Creation.</p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>To know about the about the entry into Jerusalem, the death and resurrection of Jesus might mean.</p> <p>To write a diary for Mary mother of Jesus for the three important days in the Holy week</p> <p>To know about the events of Holy week</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday by making a group display.</p> <p>To make a triptych of Easter in Christianity</p>	<p>To understand the story of Noah and the idea of Covenant</p> <p>To know about promises in the story of Noah.</p> <p>To link between the story of Noah and how we live in school and the wider world.</p> <p>To know that Old Testament tells the story of the children of Israel known as the People of God — and their relationship with God</p>	<p>To understand Guru Nanak and the Langar in Sikhism</p> <p>To know the importance of symbolism in Sikhism Ik Onkar and the the 5 Ks</p> <p>To know about Guru Gobind Singh and the Khalsa.</p> <p>To know that service, human equality and dignity are important to Sikhs</p> <p>To know what is Judaism?</p> <p>To explain the importance of Jewish artefacts</p> <p>To know the story of Sukkot and design their own Sukkot</p> <p>To understand Jewish ideas of God found in the stories and how people live</p> <p>To Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>To know that Muslims have 99 names for God to help them understand Allah better</p> <p>To know a story about the Prophet Muhammad ,the treatment of the poor</p> <p>To know that the story of the tiny ants show how the Prophet cares for all Allah's creation</p>

Vocabulary

Creation Genesis 1 Concepts of God The big story Creator Care Believe Timeline The Fall World Environment

Creation Fall, Incarnation Gospel Salvation timeline Bible 'big story' Resurrection Emotion Triptych Matthew 21:7–11 • Luke 23:13–25, 32–48 • Luke 24:1–12

Old Testament Noah Rainbow Covenant Pact Promise Relationship Genesis

Mool mantar Sikhism Gurus The 5KS Scriptures Guru Granth Sahib Ik Onkar Langar Khalsa Equality

Sleep stars chain meals Sukkah branches roof Harvest David

Shahadah Five pillars Allah Treat Quran Revelation Ramadan Salah Zakat Hajj Muhammad Messenger

Weaving knowledge, skills and understanding together in the RE Curriculum

Year 4

Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
<p>To know the creation is the beginning of bible.</p> <p>To make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>To give at least two examples of what Christians do to look after the world for God.</p> <p>To create a story mountain by using description and symbols about the creation story.</p> <p>To Think, talk and ask questions about living in an amazing world.</p> <p>To know the story of Adam and Eve (genesis 2:15-17 and genesis 3</p>	<p>To understand the narrative of the Last Supper</p> <p>To know about the events of the Holy Week, and understand the importance to Christians.</p> <p>To understand how Christians, show their beliefs about Jesus in their everyday lives.</p> <p>To create a guide to use in church to help children understand what is happening in the communion service on Maundy Thursday.</p> <p>To plan/make a memory box and say what it represents</p> <p>To understand the links between Christian belief in the Resurrection and how Christians worship.</p>	<p>To know between the story of Abraham and the concept of faith.</p> <p>To understand what faith means in the story of Abraham.</p> <p>To know the story of how God promised a son to Abraham. Genesis 18:1–10</p> <p>To know that the Old Testament explains that the People of God are meant to show the benefits of having a relationship with God.</p> <p>To make list based on actions and promises.</p> <p>To know about the salvation army</p> <p>To know that the People of God try to live in the way God wants, by following commands and worshipping him</p>	<p>To identify some of the core beliefs of Sikhism: The message of Guru Nanak</p> <p>To know the importance of the Langar.</p> <p>To describe why the Khlasa, Sikh symbols such as the Ik Onkar and the 5 Ks</p> <p>To know the role of the Gudwara is important to Sikhs.</p> <p>To talk about remembering and serving God in Sikhism.</p> <p>To know about working hard and honestly, sharing with people who are less fortunate in Sikhism. treating people equally, serving others are important to Sikhs today</p> <p>To know that Sukkot is a joyous festival and is linked to Jew's time in the wilderness and the gathering of harvest</p> <p>To know the soul in Judaism</p>

			<p>To understand the role of Moses a special leader in Judaism</p> <p>To know the importance of the ceremony of Bar mitvah.</p> <p>To know some of the key Muslim beliefs about God found in the Shahadah .</p> <p>To know what some of Allah names mean and why these are important to Muslims</p> <p>To know Islam and Muhummad (SAW) :The final messenger in Islam.</p> <p>To know some stories about the prophet Muhammad and can describe how these stories guide a Muslim</p> <p>To know that Muslims prayer five times a day and how and where they pray.</p> <p>To explore the way the Qur'an is treated and the importance of this for Muslims.</p> <p>To explore the way the Qur'an is treated and the importance of this for Muslims.</p>
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Vocabulary

Genesis 1 Humans God Animals Nature world amazing concepts responsible environment temptation disobedient creator

Last supper Betrayal Judas Christian service, ceremony, Sacrament: religious ritual commemorating the Last Supper, bread wine consecrated –made sacred consumed Communion- Christian worship Maundy Thursday Eucharistic: sacrament -commemorating the Last Supper

Descendant Covenant Abraham Thought tapping Ancestor Genesis Commands Big story timeline

Mool mantar Sikhism Gurus The 5KS Scriptures Guru Granth Sahib Ik Onkar Langar Khalsa Serving Gurdwara Equality

Commandments Moses Sukkot Ceremony Bar Mitvah

Shahadah Five pillars Allah Treat Quran Revelation Ramadan Salah Zakat Hajj Muhammad Guide Final

Weaving knowledge, skills and understanding together in the RE Curriculum Year 5

Religious Education Statutory Requirement

Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
<p>To outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>To identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>To understand the Genesis, Cosmology and evolution and Christian views on religion and science.</p> <p>To suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>To compare different attitudes towards the cosmological argument.</p> <p>To make clear connections between Genesis 1 and Christian belief</p>	<p>To Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>To Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>To create a hotseat activity about the holy week</p> <p>To write a detective report of the Holy week</p>	<p>To Identify some different types of biblical texts, using technical terms accurately.</p> <p>To Explain between biblical texts and Christian ideas of God, using theological terms.</p> <p>To know Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible</p> <p>To understand Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p>To know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping</p> <p>To know that Christians believe God loves people so much that Jesus was born, lived, crucified and rose again to show God's love.</p>	<p>To know some core beliefs in Sikhism practised in Britain today.</p> <p>To know who was Guru Nanak and why was he significant?</p> <p>To describe a Sikh festival Vaisakhi and say why it is important in the life of Sikhs today.</p> <p>To talk about my experience of community compared to a Sikh community</p> <p>To know about forgiveness and saying sorry in Sikhism.</p> <p>To know that some stories from the Jewish Bible (Tenakh) teach about God looking after his people</p> <p>To understand why Abraham is an important leader in Judaism</p>

<p>about God as Creator.</p>			<p>To become familiar with the ten commandments and their importance to Judaism</p> <p>To identify and recognise artefacts of importance in Judaism.</p> <p>To know some of the key Muslim beliefs about God found in the Shahadah</p> <p>To know some of the key Muslim beliefs and the 99 names, and give a simple description of what some of them mean</p> <p>To know what Muslims believe about Muhammad</p> <p>To know that the Prophet was a guide for Muslims and cared about the creation.</p> <p>To understand what Muslims think about prayer, respect, celebration and self-control.</p> <p>To understand how Muslims respect the Qur'an and why they respect it</p> <p>To understand what submission, obedience, generosity, self-control and worship are.</p>
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Vocabulary

Genesis 1 Cosmology Science Compare Connections Interpretation Complimentary Conflict The Big Story Timeline Scientific Evolution Creator

Theological –study of nature of God and religious belief Incarnation- God the Son in human flesh as Jesus Christ Resurrection- the rising of Christ from the dead Luke's gospel- tells the story of the life of Jesus Christ Crucifixion

Theological Biblical Psalm 103 Exodus 19:1-19 sacrament confession omnipotent omniscient eternal reconciliation crucified

Mool mantar Sikhism Gurus The 5KS Scriptures Guru Granth Sahib Ik Onkar Langar Khalsa Serving Gurdwara Forgiveness Values Festivals Forgiveness Equality

Tenakh Judaism Covenant Monotheistic Artefacts tallit Mezuzah kippah synagogue Torah Menorah

obedience Fasting Refrain Qur'an. Ramadan, Allah, spiritual, poor, prayer Five pillars Shahadah Allah Guide Treat

Weaving knowledge, skills and understanding together in the RE Curriculum Year 6

Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
<p>To show understanding of why many Christians find science and faith go together.</p> <p>To explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</p> <p>To make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</p> <p>To draw elements of the Psalms by using the six extracts.</p> <p>To make a leaflet to show how Christians worship their Creator, look after the world and compare science.</p> <p>To show understanding of why some Christians find science and faith compatible</p>	<p>To Explain connections between Isaiah 53, John 19</p> <p>To understand the concepts of Messiah, Sacrifice and Salvation, using theological terms</p> <p>To understand the Christian concept of the sacrifice of Jesus how Christians follow Jesus.</p> <p>To Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer</p> <p>To understand that the New Testament says that Jesus' death was somehow 'for us' and How Christians follow the salvation</p> <p>To create triptych of the Holy week and write a prayer</p>	<p>To Identify some different types of biblical texts, using technical</p> <p>To know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin.</p> <p>To link between Bible texts studied about God and how Christians put these beliefs into practice.</p> <p>To Reflect on the impact of thinking about what God hates:</p> <p>To Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own</p>	<p>To know about core beliefs of Sikhism, God, and Guru Nanak.</p> <p>To make clear links between the Mool mantar and Sikh beliefs and actions</p> <p>To think of questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today (C1)</p> <p>To know how to make links between key Sikh values and life in the world today.</p> <p>To know about some Sikh values that are used in Britain today.</p> <p>To compare Judasim Islam and Christianity as a monotheistic religion</p> <p>To know the importance of Signs and symbols in Judaism</p> <p>To understand The Shema -A prayer recited by the Jews and Monotheism.</p> <p>To understand what God is like through the story Moses.</p> <p>To Draw a timeline of the life Muhammad (SAW)</p> <p>To know some of the key Muslim beliefs about God found in the Shahadah.</p> <p>To about the 99 names of Allah and give a simple description of what some of them mean.</p> <p>To understand how stories about the Prophet show what Muslims believe about Muhammad</p> <p>To know about things that the Prophet did and use it to guide their beliefs and actions: Care of animals.</p>

To understand what they think is good for Muslims about prayer, respect, celebration and self-control with reasons.

To produce a leaflet for teachers about the Qur'an.

Vocabulary

Genesis 1 Science Faith Psalms 8 Creator Religious Non-religious Cosmology Evolution Compatible Conflict Views Earth Responsibility Extracts Complimentary

Eternal Salvation Mother Theresa Martin Luther King Jackie Pullinger Corrie Ten Boom, Gladys Aylward, Desmond Tutu, or Theological –study of nature of God and religious belief.

Incarnation- God the Son in human flesh as Jesus Christ Resurrection- the rising of Christ from the dead Luke's gospel- tells the story of the life of Jesus Christ Crucifixion

Proverb LUKE 23:33–34 holiness Reflect Impact omnipotent omniscient Martin Luther King Jnr, A triptych

Mool mantar Sikhism Gurus The 5KS Scriptures Guru Granth Sahib Ik Onkar Langar Khalsa Serving Gurdwara Forgiveness Values Festivals Forgiveness Equality

Tenakh Judaism Covenant Monotheistic Artefacts tallit Mezuzah kippah synagogue Torah Menorah David

Fasting, refrain, Qur'an, Ramadan, spiritual, poor prayer. Obedience Existence Guidance Shahadah Allah Hadith treatment

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

<p style="text-align: center;">AUTUMN 1</p> <p style="text-align: center;">Audit Subject</p> <p style="text-align: center;">Create Action Plan</p> <p style="text-align: center;">Identify CPD Requirements</p> <p style="text-align: center;">Assessment Analysis</p>	<p style="text-align: center;">SPRING 1</p> <p style="text-align: center;">Lesson Observations</p> <p style="text-align: center;">Assessment Analysis</p>	<p style="text-align: center;">SUMMER 1</p> <p style="text-align: center;">Planning Scrutiny</p> <p style="text-align: center;">Book/Work Scrutiny</p> <p style="text-align: center;">Assessment Analysis</p>
<p style="text-align: center;">AUTUMN 2</p> <p style="text-align: center;">Book/Work Scrutiny</p> <p style="text-align: center;">Triangulation of M&E</p> <p style="text-align: center;">Assessment Analysis</p>	<p style="text-align: center;">SPRING 2</p> <p style="text-align: center;">Pupil Surveys</p> <p style="text-align: center;">Review Action Plan</p> <p style="text-align: center;">Assessment Analysis</p>	<p style="text-align: center;">SUMMER 2</p> <p style="text-align: center;">Review Action Plan</p> <p style="text-align: center;">Triangulation of M&E</p> <p style="text-align: center;">Website Update and Review</p> <p style="text-align: center;">Assessment Analysis</p>

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

- Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.
- CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.
- Modelling expectations through demonstration lessons in own or colleague's class.
- Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.

PSHE: Long Term Plan Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To learn about the story of Rama and Sita and how Diwali is a significant celebration in Sikhism	To learn that Hanukah is celebrated by Jewish People. To learn that Christmas celebrates the birth of Jesus Christ.	To learn that the bible is the holy book of Christians	To learn to understand the significance of Ramadan followed by Eid Ul fitr and how it relates to the Prophet Muhammed. To learn the Easter story.	To learn that Diva Lamps are artifacts in the Sikh religion.	To learn that Christians believe that Jesus Crist is the Son of god and forms part of the Holy Trinity.
Year 1	UC Creation U1.2 Who made the world? Core Learning	DS Sikhism L2.8 WHAT DOES IT MEAN TO BE A SIKH IN BRITAIN TODAY? Core learning	UC God U1.1 What do Christians believe God is like? Core leaning	DS Judaism U1.6 Who is Jewish and how do they live? Core Learning	UC Salvation U1.5 Why does Easter matter to Christians? Core Learning	DS Islam U1.7 Who is a Muslim and what do they believe?
Year 2	UC Creation U1.2 Who made the world? Digging Deeper	DS Sikhism L2.8 WHAT DOES IT MEAN TO BE A SIKH IN BRITAIN TODAY ? Digging Deeper	UC God U1.1 What do Christians believe God is like? Digging Deeper	DS Judaism U1.6 Who is Jewish and how do they live? Digging Deeper	UC Salvation U1.5 Why does Easter matter to Christians? Digging Deeper	DS Islam U1.7 Who is a Muslim and what do they believe?
Year 3	UC Creation U2a.1 What do Christians learn from the creation story? Core Learning	DS Sikhism L2.8 WHAT DOES IT MEAN TO BE A SIKH IN BRITAIN TODAY? Core learning	UC God L2.2 What is it Like to Follow God? Core Learning	DS Judaism U1.6 Who is Jewish and how do they live? Core Learning	UC Salvation 2a.5 Why do Christians call the day Jesus died 'Good Friday'? Core Learning	DS Islam U1.7 Who is a Muslim and what do they believe?
Year 4	UC Creation 2a.1 What do Christians learn from the creation story? Digging Deeper	DS Sikhism L2.8 WHAT DOES IT MEAN TO BE A SIKH IN BRITAIN TODAY? Digging Deeper	UC God L2.2 What is it Like to Follow God? Digging Deeper	DS Judaism U1.6 Who is Jewish and how do they live? Digging Deeper	UC Salvation 2a.5 Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper	DS Islam U1.7 Who is a Muslim and what do they believe?
Year 5	UC Creation 2b.2 Creation and Science: conflicting or complementary? Core learning	DS Sikhism L2.8 WHAT DOES IT MEAN FOR SIKHS TO FOLLOW GOD? Core Learning	UC God U2.1 What does it mean if God is holy and loving? Core Learning	DS Judaism U2.10 What does it mean for a Jewish person to follow God? Core Learning	UC Salvation 2b.6 What did Jesus do to save human beings? [Y5]	DS Islam U2.9 What does it mean for Muslims to follow God?

<p>Year 6</p>	<p>UC Creation 2b.2 Creation and Science: conflicting or complementary? Digging deeper</p>	<p>DS Sikhism L2.8 WHAT DOES IT MEAN FOR SIKHS TO FOLLOW GOD? Digging Deeper</p>	<p>UC God U2.1 What does it mean if God is holy and loving? Digging Deeper</p>	<p>DS Judaism U2.10 What does it mean for a Jewish person to follow God? Digging Deeper</p>	<p>UC Salvation 2b.7 What difference does the resurrection make for Christians? [Y6]</p>	<p>DS Islam U2.9 What does it mean for Muslims to follow God?</p>
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