

**RE 2 year rolling programme 2023-2025**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Goldfinches</b>	<p><b>God/Creation</b> What makes people special?</p> <p><i>Harvest festival</i></p>	<p><b>Incarnation</b> What is Christmas?</p> <p><i>Christmas Service</i> <i>Nativity</i></p>	<p><b>Salvation</b> Celebrations</p>	<p><b>Salvation</b> What is Easter?</p> <p><i>Easter Service</i></p>	<p><b>What can we learn from stories?</b> <b>Or</b> <b>What makes places Special?</b></p>	
<b>Woodpeckers Year A</b>	<p><b>Preparation for Harvest</b> <i>(Harvest Festival)</i> (3 wks) <b>Christianity</b> What do christian's believe about God? (Jigsaw RE)</p> <p><b>Sanatana Dharma (Hinduism)</b> Who is God to the Sanatanis?</p> <p><i>Harvest festival</i></p>	<p><b>Sanatana Dharma (Hinduism)</b> (2 wks)</p> <p><b>Christianity Incarnation 1.3</b> <b>Why does Christmas matter to Christians?</b> <b>(Unit Plan Bee Why do Christians give gifts at Christmas?)</b> <i>Christmas Service</i> <i>Nativity</i></p>	<p><b>Judaism</b> Who is God to the Jews?</p>	<p><b>Christianity</b> <i>(Easter Service)</i> <b>Salvation 1.5</b> <b>Why does Easter matter to Christians?</b> <b>(Unit Easter Beginnings-Plan Bee)</b> <i>Easter Service</i></p>	<p><b>Buddhism</b> Why is the story of Buddha important to some Buddhists?</p>	<p><b>Humanism</b> What do humanists believe?</p>
<b>Woodpecker Year B</b>	<p><b>Preparation for Harvest</b> <i>(Harvest Festival)</i> (3 wks) <b>Christianity</b> <b>Sanatana Dharma (Hinduism)</b> What might Sanatanis learn from the story of Rama and Sita and the celebration of Diwali?</p> <p><b>Harvest Service</b></p>	<p><b>Sanatana Dharma (Hinduism)</b> What might Sanatanis learn from the story of Rama and Sitta and the celebration of Diwali?</p> <p><b>Christianity Incarnation 1.3</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Jigsaw RE <i>Christmas Service</i> <i>Nativity</i></p>	<p><b>Judaism</b> Is Shabbat important to Jewish children?</p>	<p><b>Christianity</b> <b>Salvation 1.5</b> <b>Why does Easter matter to Christians?</b> <b>(Twinkl Easter Surprises)</b></p>	<p><b>Buddhism</b> What is the best way for a Buddhist to lead a good life? Right Speech</p>	<p><b>Humanism</b> What do humanists believe?</p>
<b>Kingfishers Year A</b>	<p><b>Preparation for Harvest</b> <i>(Harvest Festival)</i> (3 wks)</p> <p><b>Sanatana Dharma (Hinduism)</b> Does visiting the Ganges make a person a better Sanatani?</p> <p><i>Harvest Service</i></p>	<p><b>Sanatana Dharma (Hinduism)</b> (2 wks)</p> <p><b>Christianity Incarnation</b> <b>What does Christmas mean to Christians?</b> Four sessions Christmas KS2 Blossoming minds <i>Christmas Service</i></p>	<p><b>Judaism</b> What is the best way for Jews to lead a good life?</p>	<p><b>Christianity</b> <b>Salvation 2a.5</b> <b>Why do Christians call the day Jesus died "Good Friday?"</b>  <b>Blossoming Minds</b> <b>Easter KS2</b> <i>Easter Service</i></p>	<p><b>Buddhism</b> Is it possible for everyone to be happy?</p>	<p><b>Humanism</b> What motivates humanists to lead good lives?</p>
<b>Kingfishers Year B</b>	<p><b>Preparation for Harvest</b> <i>(Harvest Festival)</i> (3 wks) <b>Sanatana Dharma</b></p>	<p><b>Sanatana Dharma (Hinduism)</b> <b>What do some deities tell Sanatanis about God?</b></p>	<p><b>Judaism</b> What is the best way for a Jew to show commitment to God?</p>	<p><b>Christianity</b> <b>Salvation 2b.6</b></p>	<p><b>Buddhism</b> Can Buddha's teaching make the world a better place?</p>	<p><b>Humanism</b></p>

	<p><b>(Hinduism)</b>  <b>What do some deities tell Sanatanis about God?</b>  <i>Harvest festival</i></p>	<p><b>Christianity</b>  <b>Incarnation</b>  <b>2a.3</b>  <b>What is the Trinity?</b>  <b>Christmas Service</b></p>		<p><b>What did Jesus do to save human beings?</b>  <i>Easter Service</i></p>		<p>What motivates humanists to lead good lives?</p>
<p><b>Ravens Year A</b></p>	<p><b>Preparation for Harvest</b>  <i>(Harvest Festival)</i>  (3 wks)</p> <p><b>Sanatana Dharma (Hinduism)</b>  What is the best way for a Sanatani to show commitment to God?  <i>Harvest festival</i></p>	<p><b>Sanatana Dharma (Hinduism)</b>  (2 wks)</p> <p><b>Christianity</b>  <i>(Christmas Service)</i>  <b>Incarnation</b>  <b>Christmas journeys</b>  <b>Plan bee</b>  <b>Christmas Service</b></p>	<p><b>Judaism</b>  Are Rosh Hashanah and Yom Kippur important to Jewish children ?</p>	<p><b>Christianity</b>  <b>Salvation</b>  <b>2b.6</b>  <b>What did Jesus do to save human beings?</b>  <i>Easter Service</i></p>	<p><b>Buddhism</b>  What is the best way for a Buddhist to show commitment to their belief?</p>	<p><b>Humanism</b>  How inspirational people impact on how Humanists live today</p>
<p><b>Ravens Year B</b></p>	<p><b>Preparation for Harvest</b>  <i>(Harvest Festival)</i>  (3 wks)</p> <p><b>Sanatana Dharma (Hinduism)</b>  How can Brahman be everywhere and in everything?  <i>Harvest festival</i></p>	<p><b>Sanatana Dharma (Hinduism)</b></p> <p><b>Christianity</b>  <b>Incarnation</b>  <b>2b.4</b>  <b>Was Jesus the Messiah?</b>  <b>Christmas Service</b></p>	<p><b>Judaism</b>  What is the best way for a Jew to show commitment to God?</p>	<p><b>Christianity</b>  <b>Salvation</b>  <b>2b.7</b>  <b>What difference does the Resurrection make for Christians?</b>  <i>Easter Service</i></p>	<p><b>Buddhism</b>  What is the best way for a Buddhist to live a good life? Right living and intention</p>	

**Knowledge and understanding**  
**Overview of learning on a 2 year rolling programme**

EYFS	Year 1 and year 2	Year 3 and year 4	Year 5 and year 6
<p><b><u>Christianity</u></b> Moses is special to Jews because he had a special relationship with God. He was rescued as a baby, lived with the Pharaoh and was special because God actually spoke to Moses. He instructed him to talk to Pharaoh and prophesy the plagues of Egypt, which led to him bringing the Israelites out of slavery in Egypt. Following this, the Israelites wandered in the desert so God spoke to Moses again and gave him the 10 Commandments to help the Israelites know how to behave once they left the rigidity of slavery and worship of many gods in Egypt.</p> <p>They are then introduced to Jesus who might be a role model to Christian and two of his miracles to show what special power he had and why Christians might believe he is a special person. Christians believe that Jesus is the son of God</p> <p>It teaches the children about the Christmas story and the birth of Jesus. Christians believe that Jesus is the son of God Remind the children that Christians believe that angels are only sent by God to give very important news. Joseph was a good man and was already planning to marry Mary. He believed in God, so he said yes. This is the Christian concept of “<b>incarnation</b>”: God becoming man or literally being “made flesh”.</p> <p>It also teaches about the journey of the magi - wise men in different and far-off countries who had seen the star. They had said that this star would only shine when a very important baby had been born who would be a great king. It also introduces the children to the gifts of gold, frankincense and myrrh which were usually used only for royalty (gold), holiness (frankincense was used to anoint priests) and to anoint the dead (myrrh). These also signify to Christians the importance of Jesus as a baby.</p>	<p><b><u>Christianity</u></b> Creation, God the Father as an introduction to the Trinity. Incarnation, God the Son – continuation of introduction to the Trinity. Salvation, God the Son – continuation of introduction to the Trinity. Jesus's example as the Son of God. Christmas - Jesus as a gift from God (incarnation). Salvation - Resurrection of Jesus at Easter.</p>	<p><b><u>Christianity</u></b> The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation). Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man. The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death. Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle. Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him). Uses of the church for worship and other events such as baptism and taking of Holy Communion. Stories contained within several of the gospels including an in-depth examination of the different versions of the feeding of the 5000.</p>	<p><b><u>Christianity</u></b> Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g. shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week. Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices. Trinity and how the 3 consubstantial persons of God can help Christians understand the different aspects of God and the impact of this on their lives. Incarnation focussing on the annunciation and Mary's background. This enquiry discusses the Christians belief in Mary's virginity so the school's RSHE scheme may need to be consulted. Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas. This is an alternative unit for schools not wishing to cover the belief in the virgin birth. Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven. Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country. Salvation history - Old Testament Covenants compared with the Covenant that Jesus made, what the New Covenant may mean to a Christian today and what impact it might have on how they live their lives.</p>
	<p><b><u>Hinduism or Santana Dharma</u></b> Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship. The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice. Symbols in Sanatana Dharma starting with the Sanatani creation story and focussing on the Aum (Om) and the lotus. Looking at how these symbols are used today.</p>	<p><b><u>Hinduism or Santana Dharma</u></b> The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river. Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what particular blessings they bestow. How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.</p>	<p><b><u>Hinduism or Santana Dharma</u></b> Prayer and Worship including the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and pilgrimage to the Ganges. How Brahman takes on many forms (the children will look at a selection) and these show aspects of the one supreme deity, the Trimurti, the Aum. Sanatani belief in Karma and Reincarnation and different types of Dharma, Samsara and Moksha. The impact of these beliefs on the lives on Sanatanis including Sadhus.</p>
	<p><b><u>Judaism</u></b> Introduction to Judaism including God's covenant with Abraham, the Jewish belief in one</p>	<p><b><u>Judaism</u></b> Abraham and Isaac and God's covenant with Abraham, Jewish marriage, Tikkun Olam, Tu B'Shevat, Mitzvah Day.</p>	<p><b><u>Judaism</u></b> Torah, aspects of the synagogue, New Year/Rosh Hashanah, Yom Kippur (Day of Atonement), Days of Awe, Mitzvot. Customs of Rosh Hashanah, ways Jews would celebrate Yom Kippur.</p>

	<p>God, the story of Moses and the 10 Commandments, and the 613 Mitzvot.</p> <p>Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat.</p> <p>Synagogue - The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.</p>	<p>Kosher, Kashrut rules from the Torah, foods that are treif and parev; the story of the Passover and the symbolism of the Seder plate.</p> <p>Pesach or Passover (To commemorate leaving Egypt and the crossing of the red sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.</p>	<p>Covenant, the Ten commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the importance of Jewish Festivals, Bar and Bat Mitzvah.</p> <p>How Shabbat is celebrated amongst different Jewish communities (Orthodox, Reform, Haredi, Masorti, Liberal).</p> <p>Importance of Shabbat in the Torah, diversity and choice within Judaism regarding Kashrut.</p>
	<p><b><u>Buddhism</u></b></p> <p>The significance of the Buddha to many Buddhists and how many Buddhists might try not to be selfish or greedy because of his example.</p> <p>Introduction to the teachings of the Buddha and the Noble Eightfold Path, focussing on Right Speech and how this would impact on the behaviour and life of a Buddhist.</p> <p>urther investigation into the teachings of the Buddha and the Noble Eightfold Path, focussing on Right Action and how this would impact on the behaviour and life of a Buddhist.</p>	<p><b><u>Buddhism</u></b></p> <p>Revisits the story of the Buddha and his enlightenment, consideration of material against inner happiness, and the Buddha's teachings about lessening suffering.</p> <p>Anicca (change) and Dukkha (suffering), the story of the Buddha and the angry elephant, Kisa and the mustard seed, the Buddha's teaching on how compassion can lessen suffering.</p> <p>Examples of the Eightfold Path that a Buddhist might put into action in their lives (especially Right Mindfulness and Right Effort), Nirvana, enlightenment, reincarnation.</p>	<p><b><u>Buddhism</u></b></p> <p>The 3 Jewels or Refuges, Sangha, Dhamma, the Noble Eightfold Path, the Three Root Poisons, Dukkha, The Three Marks of Existence (everything changes, dissatisfaction leads to suffering and the fact that people can change), The Four Noble Truths (suffering exists; it has a cause; it has an end; and it has a way to bring about its end), The Five Precepts.</p> <p>Consequences of the Five Precepts, how Dhamma might lead a Buddhist to choose a certain job or career, how Right Intention might impact on a Buddhist's life.</p> <p>Theravada Buddhists, Mahayana Buddhists, how the Eightfold Path might be interpreted by a believer, Samsara, why the 5 Precepts and the Eightfold Path might be important to some Buddhists.</p>
	<p><b><u>Humanism</u></b></p> <p>Introduction to what Humanists may believe including the Golden Rule, basic beliefs and the use of the Happy Human symbol.</p>	<p><b><u>Humanism</u></b></p> <p>Humanist beliefs on how the world began and why it is important to look after it using the example of Humanist Climate Action.</p>	<p><b><u>Humanism</u></b></p> <p>Humanist role models and how they impact on actions a Humanist might take.</p>