

St. Michael's Religious Education Overview 2022

Year group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values	Friendship, Sharing, Courage, Love		Perseverance, Curiosity, Hope/Reflection Imagination		Trust/Honesty, Co-operation, Peace, Appreciation	
EYFS: Reception Approximately 36 hours or RE (30 minutes twice a week).	Christianity <u>God</u> Why is the word 'God' so important to Christians? UC F1	Christianity <u>Incarnation</u> Why do Christians perform Nativity plays at Christmas? UC F2	Which stories are specially valued and why? BS F6 Christianity Judaism	Christianity <u>Salvation</u> Why do Christians put a cross in an Easter Garden? UC F3	Which places are specially valued and why? BS F5 Christianity Judaism	Being Special: where do we belong? BS F4 Christianity Islam
Year 1 Approximately 36 hours of tuition per year (50 minutes or an hour a week).	Christianity <u>God</u> What do Christians believe God is like? UC 1.1	Christianity <u>Incarnation</u> Why does Christmas matter to Christians? UC 1.3	Christianity <u>Gospel</u> What is the good news that Jesus brings? UC 1.4	Christianity <u>Salvation</u> Why does Easter matter to Christians? UC 1.5	Islam Who is Muslim? What do they believe and how do they live? BS 1.4	Islam Who is Muslim? What do they believe and how do they live? BS 1.4
Year 2 Approximately 36 hours of tuition per year (50 minutes or an hour a week).	Christianity <u>Creation</u> Who made the world? UC 1.2	Christianity <u>Incarnation</u> Why does Christmas matter to Christians? Digging Deeper UC 1.3	Christianity <u>Gospel</u> What is the good news that Jesus brings? Digging Deeper UC 1.4	Christianity <u>Salvation</u> Why does Easter matter to Christians? Digging Deeper UC 1.5	Judaism Who is Jewish? What do they believe and how do they live? BS 1.3	Judaism Who is Jewish? What do they believe and how do they live? BS 1.3
Year 3 Approximately 45 hours of tuition per year (an hour a week amounting to 45+ hours or RE).	Christianity <u>Creation/Fall</u> What do Christians learn from the Creation story? UC 2A:1	Christianity <u>People of God</u> What is it like to follow God? UC 2A.2	Sikhism How is faith expressed in Sikh communities and traditions? BS L2.8	Christianity <u>Salvation</u> Why do Christians call the day Jesus died Good Friday? UC2A.5	Islam How do festivals and worship show what matters to a Muslim? BS L2.9 What are the deeper meaning of religious festivals BS L2.11	Christianity <u>Gospel</u> What kind of world did Jesus want? UC 2A.4

St. Michael's Religious Education Overview 2022

Year 4 Approximately 45 hours of tuition per year (an hour a week amounting to 45+ hours or RE).	Christianity Incarnation/IGod What is the Trinity? UC 2A.3	Christianity People of God What is it like to follow God? Digging Deeper UC 2A:2	Hinduism How is faith expressed in Hindu community and traditions? BS L2.7 What helps Hindu people as they try to be good? BS L2.7	Christianity Salvation Why do Christian call the day Jesus died Good Friday? Digging Deeper UC 2A:5	Christianity Kingdom of God When Jesus left, what was the impact of Pentecost? UC 2A.6	Christians, Muslims, Sikhs, non-religious people How and why do people try to make the world a better place? BS L2.12
Year 5 Approximately 45 hours of tuition per year (an hour a week amounting to 45+ hours or RE).	Christianity God What does it mean if God is holy and loving? UC 2B.1	Buddhism What is the deeper meaning of religious festivals? Buddha enlightenment	Christianity Gospel What would Jesus do? UC 2B:5	Christianity Salvation What did Jesus do to save human beings? UC 2B.6	Christianity Kingdom of God What kind of King is Jesus? UC 2B:8	Hindus, Sikhs, Jewish people, Muslims How and why do some people inspire others? BS U2.4
Year 6 Approximately 45 hours of tuition per year (an hour a week amounting to 45+ hours or RE).	Christianity Creation/Fall Creation and Science: Conflicting or complimentary? UC 2B.2	Christianity Incarnation Was Jesus the Messiah? Digging Deeper UC 2B:4	Humanists and Christians What matters most to Humanists and Christians? BS U2.3	Christianity Salvation What difference does the resurrection make to Christians? UC 2B.7	Christianity People of God How can following God bring freedom and justice? UC 2B:3	Judaism How do festivals and family life show what matters to Jewish people? BS L2.6 What are the deeper meanings of religious festivals? BS L2.11 How far does faith enable resilience? BS U2.12
Whole School events	Whole School Harvest Experience Harvest Church Service – Year 5 EYFS Nativity KS1 Nativity KS2 Carol Service – readings by Year 6		Whole School Easter Experience Candlemas Church Service – Year 3 Easter Church Service – Year 2 Easter Experience at Knebworth Church – Year 6		Pentecost Church Service Year 4 Whole School Eucharist Experience	
UC = Understanding Christianity http://www.understandingchristianity.org.uk/ BS = Bedfordshire Syllabus						

St. Michael's Religious Education Overview 2022

EYFS		Autumn 1	Autumn 2	Spring 1
Unit and key question		Christianity - God Why is the word 'God' so important to Christians? UC F1	Christianity- Incarnation Why is Christmas special for Christians? UC F2 (This is also linked to our half-termly topic, which is celebrations. Within this we cover Diwali, Bonfire Night, Weddings, Birthdays, Christenings, Advent, Christmas.)	Which stories are specifically valued and why? Christianity and Judaism BS F6
Objectives		- Remembers and talks about significant events in their own experiences. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	- Remembers and talks about significant events in their own experiences. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	- Remembers and talks about significant events in their own experiences. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.
Whole unit	Learning outcomes	- The word God is a name. - Christians believe God is Creator of the universe. - Christians believe God made our wonderful world and so we should look after it.	- Christians believe God came to Earth in human form as Jesus. - Christians believe Jesus came to show that all people are precious and special to God.	- talk about some religious stories - recognise some religious words, e.g., about God - identify some of their own feelings in the stories they hear - identify a sacred text e.g. the Bible or the Torah - talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)
	Visits/visitors		Visit to the local church	

St. Michael's Religious Education Overview 2022

	Vocabulary	<i>Bible, Christians, church, creation, creator, creed God, Harvest festival, praise, pray, provider, worship, God, Jesus</i>	Adult, baby, – Bible, Christians, Christmas, <i>Christ Church, Christingle Service, Communion, Emmanuel, God, Golden Rule, Incarnate, Jesus, Christians, Midnight Mass, Marks of Mission, Temple, Thanksgiving service, The Children's Society</i>	Special, Bible, God, Christian, faith, <i>Judaism, Hanukkah, Menorah, celebration, Samaritan</i>
Weekly learning objectives specific to St. Michael's (progression of skills), key questions		No afternoon for children	To learn that other faiths have celebrations. To learn about the Hindu celebration of Diwali. What celebrations do you have? Do you know any other celebrations? Who celebrates Diwali? What does Diwali mean? Why is it called 'the festival of light'?	To share a special story. What does special mean? Why is your story special?
		No afternoon for children	To learn about the value of courage. What is a poppy? 'What does Courage mean?'	To choose a favourite story. Which is your favourite story? Why is it special?
		To Learn about the word 'God'. What does God mean to you? Where do we worship God? Do you know what this book is called? What did God create?	To learn about Jesus as a baby. 'Who is the baby' 'Who is most important?' When is Jesus' Birthday?	To understand that the Bible is Christian's special book Do you know what this book is called? What do you think the stories will be about?
		To learn about how Church is a Christian place or worship. What is a Church? 'What is Harvest festival' 'What do we do for Harvest Festival?'	To learn about when and how we celebrate Jesus's Birthday. When is Jesus's Birthday? What do we do to celebrate his Birthday? What is a Nativity play?	To learn other faiths, have important stories. How do you think David was feeling when he fought Goliath? Who did he believe was helping him? How do you think Christians and Jewish people feel when they read these stories?
		To learn about why God is special. What did God create? Why was he special?	To learn about the time of Advent and why it is important to Christians. What do you open every day? What is it called? What else do you do in the period of advent? What is it for?	To understand the story of Hanukkah. To understand other faiths, have special stories. Who celebrates Hanukkah? Can you remember a part of the Hanukkah story? How many candles on the menorah?
		To learn about what a story candle means. What is a prayer? 'What does the candle mean?' 'Why do we light it?'	To learn about traditions at Christmas time. What traditions do you do at Christmas? What other traditions do Christians have? Why do we give presents at Christmas?	To listen to a Christian story and talk about it. To think of a time, we have helped someone. What is a good Samaritan? Can you think of a time you have helped someone?

St. Michael's Religious Education Overview 2022

		To understand why we must look after our world and the creatures in it. What can we do to make our world a good place? Who created animals?		
		To learn about what makes our world a better place. Where do you think Rwanda is? How can we make our classroom a better place?		

St. Michael's Religious Education Overview 2022

Reception		Spring 2	Summer 1	Summer 2
Unit and key question		Christianity- Salvation Why is Easter special to Christians? UC F3	Christianity and Judaism Which places are specially valued and why? BS F5	Christianity and Islam Being Special: where do we belong
Objectives		- Remembers and talks about significant events in their own experiences. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	- Remembers and talks about significant events in their own experiences. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	- Remembers and talks about significant events in their own experiences. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.
Whole unit	Learning Outcomes	- Christians remember Jesus' at Easter. - Jesus' name means 'He saves.' - Christians believe Jesus came to show God's love. - Christians try to show love to others.	-talk about somewhere that is special to themselves, saying why - recognise that some religious people have places which have special meaning for them - talk about the things that are special and valued in a place of worship - begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God - get to know and use appropriate words to talk about their thoughts and feelings when visiting a church - express a personal response to the natural world	- Re-tell religious stories making connections with personal experiences - Share and record occasions when things have happened in their lives that made them feel special - Recall simply what happens at a traditional Christian infant baptism and dedication - Recall simply what happens when a baby is welcomed into a religion other than Christianity
	Visits/visitors		Visit to the local church	
	Vocabulary	Bible, <i>Christ</i> , Jesus, <i>Cathedral</i> , Christians, <i>Jesus Christ</i> , Church, <i>Diocese</i> , <i>Easter</i> , <i>Easter Sunday</i> <i>God Good Friday</i> <i>Hot cross buns</i> , Jesus, <i>Lent</i> , <i>Messiah</i> , <i>Palm Crosses</i> , <i>Palm Sunday</i> , <i>Shrove Tuesday</i> , <i>Ash Wednesday</i>	<i>artefacts</i> , <i>belief</i> , Bible, candle, Christian, church, cross, <i>faith</i> , <i>font</i> , God, <i>menorah</i> , <i>minaret</i> , <i>mosque</i> , <i>prayer</i> , <i>hall</i> , <i>prayer mat</i> <i>prayer shawl</i> , <i>pulpit</i> , <i>skull caps</i> , <i>synagogue</i> , <i>Torah</i> , <i>scroll</i> , <i>Yad</i> , <i>worship</i>	<i>Adhan</i> , <i>artefact</i> , <i>s atheists' baptism</i> <i>baptismal candle</i> Christian Christmas, <i>Christianity</i> , <i>Diwali</i> , <i>Eid ethnicity faith</i> , God <i>Humanist Jewish</i>

St. Michael's Religious Education Overview 2022

Weekly learning objectives specific to St. Michael's (progression of skills), key questions		To understand that Shrove Tuesday signifies the beginning of Lent. Do you know what this food is? Do you know why we have them? What does Shrove Tuesday signify the beginning of? What is Lent?	To talk about somewhere that is special to ourselves. What does special mean? Can you think of place that makes you happy? What is your special place?	To think about what makes us special. To think about a time, we have felt special. Are we all the same? Can you remember what special means? How are you special? Can you remember a time that has made you feel special?
		To understand Palm Sunday is the start of Holy week. Do you know what this cross is? What do you think Hosanna means?	To recognise that some religious people have places which have special meaning for them Why do you think these are special places to (our visitor)? What are these artefacts from?	To think about 'who we are'. Are you a boy or girl? Are you first born or later? What kind of skin/hair/eye colour do you have? Which religions celebrate Diwali, Hanukkah, Christmas.
		To continue to think about the story of Palm Sunday. To understand what the word Hosanna means. Can you remember what Hosanna means? Do the leaves look the same as leaves on our trees? Why has it been made into a cross?	To talk about the things that are special and valued in a place of worship. Why is a church a special place for Christian's? Can you remember what these special artefacts do? What do you think it would be like in this special place of worship?	To learn about how Christian's, believe God loves everyone. Whose hand do you think this is? Why do you think God has lots of names on his hand? Who believes all children are special? Who do we know who makes children feel special?
		To understand why Good Friday is a significant date in the Christian calendar. Do you recognise the shape on the top of the bun? Why? What happened to Jesus on this date?	To begin to recognise that for Christians, or Jews, these special things link to beliefs about God What religions do you know? Can you sort these different artefacts into their religion or faiths? What makes these special to each religion?	To describe how Christian's, bring a new baby into the world. Can you remember what a font in a church is? What does it have in it? What do you think the water symbolises/means? Can you remember what happens when a baby is baptised?
		To understand Easter Saturday was when Jesus was laid to rest in the tomb. When did Jesus die? How did he die? When was he buried? Where was he laid to rest?	To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. What was it like when we visited the church? Which parts of a church are important for Christians/believers?	To describe how the religious faith of Islam welcomes children into the world. What does the adhan sound like? What do you think adhan means? How are babies welcomed into the Christian faith? Is it the same as the Islam faith? Which one would you prefer to have?
		To understand that Jesus rose again on Easter Sunday. Why is Easter Sunday an exciting time for Christians? What do eggs signify?	To express a personal response to the natural world. What is special about our world? What can we do to say thank you to God for creating a beautiful, natural world?	To learn that we share one world. To think about how we can keep our world special. How are Tom and Tessa different? Do we share anything with them? How can we keep our world special? How can we keep our school special?

St. Michael's Religious Education Overview 2022

				To reflect on the year and talk about a special moment in Sycamore. What was the most special moment in Sycamore? What do you think will be special about Willow? Is there anything you are worried about?
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St. Michael's Religious Education Overview 2022

Year 1		Autumn 1	Autumn 2	Spring 1
Unit and key question		Christianity – God What do Christians believe God is like? UC 1.1	Christianity – Incarnation Why does Christmas matter to Christians? UC 1.3	Christianity – Gospel What is the good news that Jesus brings? UC 1.4
Objectives		<u>Making sense of the text</u> - What might the story of the Lost Son (:1-2, 11-32) teach Christians about God? <u>Understanding the impact</u> - How do Christians show that they love God? - Christians believe God is loving and forgiving, so what prayers might a Christian child say in a time of prayer at church? <u>Making Connections</u> - How does the Lost Son teach Christians that God is loving and forgiving, like a parent? - Why is it important for Christians to forgive? - To understand that Christians believe forgiving and being forgiven are important and God will forgive them. <u>Digging Deeper</u> Making sense of the text What might the story of Jonah teach Christians about God? <u>Understanding the impact</u> Why do Christians think it is important to sing songs about what God is like? Making Connections What do Christians believe God is like? Going Further– The story of Moses and the Burning Bush (Exodus 3:1 – 12).	<u>Making sense of the text</u> - To look at a picture of baby Jesus and talk about what we can tell about him from the picture. - To understand that Christians believe that Jesus came to Earth to be with the people and show them how to live. - To think about the special visitors Jesus had. - To listen to the story from the Gospel of Luke (1:26-38). - To take part in a Christmas story trail. - To understand that the people who visited Jesus shows us that God came to earth to bring good news to everyone, even poor people. <u>Understanding the impact</u> - To look for signs of the Christmas story in Christmas cards. - To look in the church for signs of the Nativity story. - To understand that Advent is a time when Christians prepare for celebrating the birth of Jesus. - To consider Why Christmas matters to Christians <u>Making Connections</u> - To look at the decorations people put up to celebrate Jesus' birth. - To write 'thank you' prayers and sentences to show what Mary, Joseph, the shepherds and the angels might have said when Jesus was born. - To think about how Christians, give thanks at Christmas.	<u>Making sense of the text</u> - To understand that Jesus was a friend to the friendless. - To think about why Jesus chose Mathew the tax collector as one of his 12 disciples (Matthew 9:9-13). - Why did Jesus choose 12 disciples as world-changers? - To make a class mobile to show the 'good news' of Jesus. <u>Understanding the impact</u> - To show how Christians love God and their neighbours. - To explore how Christians, say sorry in church. - To explore different types of peace and ways in which Christians might find this peace. <u>Making Connections</u> - To find places in school that are the friendliest. - To investigate how church buildings, help people feel part of a community. - To write accounts of how Christians think Church might be good news. - To share some prayers and/or songs that Christians use to express what God gives them. - To write a three-line prayer or reflection on the theme of 'Good News'.

St. Michael's Religious Education Overview 2022

Whole unit	Learning outcomes	• Identify what a parable is. • Tell the story of the Lost Son/ Jonah 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.	• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time.	• Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). T • 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.
	Visits/visitors	Church visit for Harvest.	Church visit or clergy visitor: St Michael's and All Angels church or clergy visit to look at signs of the story of Jesus' birth. EXPERIENCE event: Classroom Christmas story trail	Church visit: St Michael's and All Angels church to find places which might help Christians to feel friendly, forgiving and forgiven, peaceful or close to God
	Vocabulary	Bible, Christians, church, forgiveness, God, <i>parable, People of God</i> , praise, pray, prayer, provider, worship.	Bible, Christians, church, God, <i>Gospel, incarnation, New Testament, salvation, saviour, sin, The Fall.</i>	Bible, Christians, Church, <i>disciples</i> , God, <i>Gospel, New Testament, People of God</i> , praise, pray, prayer, <i>Saviour, sermon, sin, spiritual</i> , forgiveness, worship.
Weekly learning objectives specific to St. Michael's (Progression of skills), key questions		I know how Christians describe God. What words can be used to describe God?	I understand that God came to Earth as Jesus to show people how to live and bring good news to everyone. I know that Jesus had special visitors. Why did God come to Earth? How can we prepare for the arrival of a baby? What about the arrival of Jesus? Who were Jesus' special visitors?	I know what a Gospel is and that Jesus shows Christians how to behave. What is a Gospel? What are the 4 books in the New Testament? What was told in the Gospel?
		I know what a parable is. I understand what the parable of the Lost Son teaches Christians about God. What is a parable? What is the hidden meaning in the Lost Son?	I can tell the story of Jesus' birth and know why Jesus is important to Christians. What is a Gospel? What happened in the Christmas story? Why is Jesus important to Christians?	I understand that Jesus was a friend to everyone and know why He asked Matthew to be one of his disciples. Why did Jesus ask Matthew to be one of his disciples? Who would you include in your world-changing team? Why?
		I understand that the story of Jonah teaches Christians to forgive. What does the story of Jonah teach us about God? How is this like the Lost Son?	I can find signs of the Nativity story in St. Michael's Church. How does the Nativity story guide Christians in their beliefs and actions?	I understand that Jesus forgave everyone. Should we forgive everyone who says sorry?

St. Michael's Religious Education Overview 2022

		I understand that Christians believe forgiving and being forgiven are important and God will forgive them. <i>Is it always easy to forgive? What did you say to ask for forgiveness? What did you say to forgive? Why is it important to forgive?</i>	I understand that Advent is when Christians prepare for celebrating the birth of Jesus. I can find signs of the Christmas story in Christmas cards. <i>What is Advent? How do Christians prepare for celebrating the birth of Jesus? What signs of the Christmas story can you find in Christmas cards?</i>	I understand that Jesus brought peace. <i>What kinds of peace are there? Did Jesus' followers have peace even if they were troubled?</i>
		I know that I can say sorry to God in a prayer and He will forgive me. <i>What might you say in a prayer to God to say sorry? How do you start and end a prayer?</i>	I can think about why Christians put up decorations at Christmas. <i>How else do Christians get ready for celebrating Jesus' birth? What kinds of decorations? What are they like?</i>	I understand the good news of Jesus. <i>What good news did Jesus bring? Is this good news just for Christians, or for everyone?</i>
		I know how Christians show that they love God. <i>How can Christians show that they love God?</i>	I know how Christians give thanks at Christmas. I can say what I have to be thankful for at Christmas. <i>What prayers or thanks might Mary and Joseph have said? What about the shepherds and the angels? What do you have to be thankful for?</i>	I can investigate how church buildings can help people feel part of a community. <i>What are church buildings used for? Why do you think churches provide these things?</i>
		I know why it is important for Christians to sing songs about what God is like. <i>How does singing songs help Christians think about God?</i>		

St. Michael's Religious Education Overview 2022

Year 1		Spring 2	Summer 1	Summer 2
Unit and key question		Christianity – Salvation Why does Easter matter to Christians? UC 1.5	Islam Who is Muslim? What do they believe and how do they live? BS 1.4	Islam Who is Muslim? What do they believe and how do they live? BS 1.4
Objectives		<u>Making Sense of the text</u> • What signs tell us that Easter is approaching? • Why is Easter important to Christians? • To understand that Easter is a festival that occurs in spring to remember events in the life of Jesus. • To take part and reflect on an Easter journey including: 1) The entry into Jerusalem, 2) Jesus's betrayal and arrest at the Mount of Olives, 3) Jesus; crucifixion, 4) The empty tomb, 5) Jesus' appearance to Mary Magdalene and the disciples. • To retell the Easter story and place the events and key words (Incarnation, Gospel and Salvation) on the 'Big Story' of the bible timeline. • To think about why eggs are used at Easter as a symbol of new life. <u>Understanding the Impact</u> • To explore why Christians, eat hot cross buns at Easter to remind them of the Easter story. • To listen to a Christian visitor, share some images, objects and experiences linked to the ways in which Christians remember the story of Holy Week and Easter. • To use role, play with actions to retell the events of Holy Week. • To read Heaven by Nicholas Allen and to discuss both Lil and Dill's ideas. • To listen to Waterbus and Dragonflies by Doris Stickney and discuss where the dragonfly went and how this made him feel. • To discuss the Christian beliefs in life after death. <u>Making Connections</u> • To discuss what you find happy and sad about the story of Easter. • To discuss why people find it helpful to believe that there is a heaven. • To explore how the Easter story changes from sadness to happiness, or from darkness to light.	<u>Make sense of Belief</u> • To recognise the words of the Shahadah and that it is very important for Muslims. • To identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. <u>Understand the Impact</u> • To give examples of how Muslims use the Shahadah to show what matters to them.	<u>Make sense of Belief</u> • To give examples of how stories about the Prophet Muhammad show what Muslims believe about him. <u>Understand the Impact</u> • To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g., care for creation, fast in Ramadan). • To give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g., by daily prayer, by using Subhan beads). <u>Make Connections</u> • To think, talk about and ask questions about Muslim beliefs and ways of living. • To talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. • To give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

St. Michael's Religious Education Overview 2022

Whole unit	Learning outcomes	- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. - Tell stories of Holy Week and Easter from the bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in a church worship at Easter. - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	- Identify some core beliefs and concepts studied and give a simple description of what they mean. - Give examples of how stories show what people believe (e.g., the meaning behind a festival). - Give clear, simple accounts of what stories and other texts mean to believers. - Give examples of how people use stories, texts and teachings to guide their beliefs and actions. - Give examples of ways in which believers put their beliefs into practice. - Think, talk and ask questions about whether the ideas they have been studying have something to say to them. - Give a good reason for the views they have and the connections they make.	
	Visits/visitors	Church or Christian visitor: To share images, objects and experiences linked to Holy Week and Easter. Whole school Easter experience	Muslim visitor	
	Vocabulary	Bible, Christ, cathedral, Christians, church, disciples, Diocese, Easter, Easter Sunday, God, Good Friday, hot cross buns, Jerusalem, Jesus, Lent, palm crosses, <i>Palm Sunday</i> , <i>resurrection</i> .	Allah, Muslim, Islam, <i>Prophet Muhammad</i> , <i>tawhid</i> , <i>Shahadah</i> , adhan, <i>Salah</i> , <i>Qur'an</i> , <i>prayer beads</i> , <i>Subhan</i> , <i>Subhan Allah</i> , <i>ibadah</i> , <i>fasting</i> , <i>Iman</i> , <i>Ramadan</i> , <i>Five Pillars of Islam</i> .	
Weekly learning objectives specific to St. Michael's (progression of skills), key questions		I understand what new life is created in the Spring. <i>What do you think the Easter Story means to Christians?</i>	I understand that Muslims believe Allah is the one true God. I can think of questions about prayer and God. <i>What do Muslims call God?</i> <i>What does tawhid mean?</i> <i>What do you want to find out about?</i>	I know the story of the Crying Camel and how it shows what Muslims believe about Prophet Muhammad. <i>What is the message in this story?</i> <i>How can we all use this story to help us lead good lives?</i>
		I understand that Easter is a festival in Spring to remember events in Jesus' life. <i>What is Easter?</i> <i>Who do Christians remember when they celebrate Easter?</i> <i>What events do you know that took place over Holy Week?</i>	I understand that there are 99 names for Allah. <i>What words could you use to describe a person important to you?</i> <i>Could you think of 99?!</i>	I understand how Muslims use stories about Prophet Muhammad to guide their beliefs and actions. <i>How do the stories guide Muslims in what they say, do and believe?</i>
		I understand what Christians believe about the Easter story and why. <i>What was Holy Week?</i> <i>What do you think the Easter Story means to Christians? (Are children's answers different to the first week?)</i>	I know what the 5 Pillars of Islam are and why they are important to Muslims. <i>What are the 5 Pillars of Islam?</i> <i>Why are they important to Muslims?</i>	I understand the message given to Muhammad on the Night of Power. <i>What happened on the Night of Power?</i> <i>Who is Allah's messenger?</i> <i>What message was Muhammad given?</i>

St. Michael's Religious Education Overview 2022

		I understand what people thought about Jesus' arrival on Palm Sunday. What does it feel like to be part of this crowd? Who do you think this person is? Why has he come here?	I know the important words of the Shahadah. I can identify key Muslim beliefs about God in the Shahadah. What is the Shahadah? What are the words spoken? When do Muslims say them? Why are they important to Muslims? What beliefs do Muslims hold about God?	I know how Muslims treat the Qur'an. What do Muslims do before touching the Qur'an? How do they keep the Qur'an? How does this affect Muslims' daily lives and actions?
		I understand why Christians eat hot cross buns at Easter to remind them of the Easter story (Good Friday). What happened on Good Friday? What does the cross on the buns symbolise?	I understand how Muslims pray. How often do Muslims pray? What is a prayer mat for? How do Muslims pray? What are the different prayer positions?	I know how Muslims put their beliefs about prayer and Allah into action. What do Muslims do to put their beliefs into action? How many names of Allah are there? What is this bead string called?
		I understand why eggs are used at Easter as a symbol of new life (Easter Sunday). Why do Christians celebrate Easter with eggs? Why are the eggs hollow?		I understand how Muslims' beliefs affect how they live. Can the things that Muslims believe in be applied to everyone? How do these beliefs affect how Muslims act every day?

St. Michael's Religious Education Overview 2022

Year 2		Autumn 1	Autumn 2	Spring 1
Unit and key question		Christianity – Creation Who made the World? UC 1.2	Christianity – Incarnation (Digging Deeper) Why Does Christmas matter to Christians? UC 1.3	Christianity – Gospel (Digging Deeper) What is the good news Jesus brings? UC 1.4
Objectives		<u>Making Sense of the text</u> • To read the story of Genesis 1 and think about what the story tells us about God. • To explore the story in different ways (music, drawing and role play, poems or key words). • To discuss Who made the world. • To look at the 'big story' frieze and find the part of the picture that shows Creation. <u>Understanding the Impact</u> • To discuss, if God made the world, how should people live? • To write thank-you and praising sentences that Christians might say 'God thank you ...'. • To consider how Harvest Festival is a way of saying thank you. • To explore Matthew 10:8 and think about how Christians can be generous to those with less. • To write a grace prayer Christians might say before meals. <u>Making Connections</u> • If someone believes God made the world, what might they say about it? • If you could ask the world-maker any questions, what questions would you ask? • To make a connection between Christian ideas of God as Creator and the importance of everyone of being grateful for what we have. <u>Digging Deeper</u> <u>Making Sense of the text</u> • To recall the creation story and to remember what this tells us about Christian (and Jewish) beliefs about God? • To look at art inspired by the Creation story. • To think about why God rested on the seventh day. • To talk about the key question 'Who do Christians believe made the world?'	<u>Making sense of the text</u> • To understand that Jesus brought good news to very poor people. • To know that an angel appeared to Joseph, telling him that the baby is from God and should be called Jesus (Matthew 1:18-25) • To know that the wise men visited Jesus (Matthew 2:1-12). • To know that Jesus was more than just a normal baby. • To look for signs that Jesus was a king. • To think about why gold, frankincense and myrrh were given to the baby Jesus. • To look at the details in Botticelli's Mystic Nativity painting which show that Jesus was special. • To consider why Christmas matters to Christians. <u>Understanding the impact</u> • To look at nativity figures from around the world and explore what is similar and different between them • To look at the nativity characters and consider what they might have been saying or thinking at certain points of the story. • To listen to carols and spot key words linked to Jesus. <u>Making Connections</u> • To think about what a poor man visiting Jesus would give. • To think about our special gifts and qualities. • To think about why Christians, give to charity. • To know that Christians believe Jesus is God in the flesh, God incarnate.	<u>Making sense of the text</u> • To understand that God likes to give good things in answer to prayers (Luke 11:9-13). • To listen to story of Jesus and the ten lepers and imagine how Jesus might have felt about the leper who came back and the nine who didn't (Luke 17:11-19) • To think about the values: Kind words, sharing, fun together, friendliness, forgiveness, happy times, being cheerful and decide which we feel most thankful for and why. • How can we show we are thankful? <u>Understanding the impact</u> • To understand why Christians, pray. • What is the good news Jesus brings? • To write one-liner prayers Christians might pray as part of a class book. • To think about how God might answer prayers. <u>Making Connections</u> • To read The Pearl of Great Price (Matthew 13:45-46) and think about what really matters most in life. • To create a display of candles with coloured flame-shapes prayers. • To discuss what is the most important examples of prayer. <u>Going Further</u> • To explore the practice of confession and absolution in the Anglican Church or the Sacrament of Reconciliation or Penance in the Roman Catholic Church. These practices differ – Catholics emphasise the importance of confessing their sins to a priest, whereas Protestants stress that a person can confess directly to God – but all Christians believe saying sorry and being forgiven are central to their faith (Learning link UC 2b.1 God)

St. Michael's Religious Education Overview 2022

ressur		Understanding the Impact • What might make God happy about the world and what might make God sad? • What can Christians and others do to look after the world? Making Connections • If God is the Creator, what rules might he give for how to look after the world? To help create a class display called 'The best thing about the world is...'		
Whole unit	Learning outcomes	• Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world.	• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time.	• Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • 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.
	Visits/visitors	Whole school Harvest Experience	Visit: Bridgebuilders year 2 story trail at Knebworth church.	Christian worshiper to discuss prayer
	Vocabulary	Bible, Christians, church, create, creation creative, creator, creed, God, Harvest Festival, <i>maker</i> , praise, pray, <i>provider</i> , worship	Bible, Christians, church, God, gospel, incarnation, New Testament, People of God, praise, pray, prayer, Saviour, sin, The Fall, worship, Christian, Christmas, special, angel, Jesus, Mary, Joseph, shepherd, Wise Men, innkeeper, donkey, present, celebrate	Bible, Christians, church, forgiveness, God, Gospel, New Testament, People of God, parable, praise, pray, prayer, Saviour, sermon, sin, spiritual, values, worship

St. Michael's Religious Education Overview 2022

Weekly learning objectives specific to St. Michael's (progression of skills), key questions		To read the story of Genesis 1 and explore what the story tells us about God. (music, drawing and role play, poems or key words). What do you already know about the Creation Story? Who made the word? What does Genesis1 tell us about God and Creation? What does this art? /poem/ music says about the creation of the world? How does Genesis 1 teach Christians to treat the world? Where is creation on the big story frieze? If God made the world how should people live? Why did God rest on the seventh day? What can you add to your mind map question, 'Who made the World'?	To understand that Jesus brought good news to very poor people. What do you already know about Christmas? What happened in the Gospel of Luke, chapter 1 and 2? Can you draw a story map of the events? Can you retell the story using pictures and writing sentences? (link to visit Bridgebuilders year 2, story trail or take part in a class story trail: Gabriel visits Mary, the journey to Bethlehem, Jesus is born and laced in a manger, angels appear to shepherds, shepherds visit Mary) Luke's story talks about Jesus' birth being 'good news'. Who might it be good news for and why? Why is Christmas important for Christians? What can you add to your mind map question, 'Why does Christmas matter to Christians?'	To think about the values: kind words, sharing, fun together, friendliness, forgiveness, happy times, being cheerful and decide which we feel most thankful for and why. What is a value? What values can you name? Why do we have values? Which values are you the most thankful for and why? Are values for religious people or for everyone? Why is forgiveness (Luke 6:37-38) an important Christian value? How is that 'good news' for Christians? Why is peace (John 14:27) an important Christian value? How is that 'good news' for Christians? How can Christians show they are thankful? What can you add to your mind map question, 'What is the good news Jesus brings?'
		To write thank-you and praising sentences that Christians might say 'God thank you. Who do Christians believe created the word? If you could ask the world-maker any questions, what questions would you ask? Why do Christians believe it is important that everyone is grateful for what they have? If someone believes, God made the world what might they say about it? What can you add to your mind map?	To know that an angel appeared to Joseph, telling him that the baby is from God and should be called Jesus (Matthew 1:18-25) What happens in Matthew 1:18-25? Can you draw a story map of the events in Matthew 1:18-25? What did you discover about Jesus? Could Jesus be really human if he did not have any human parents? NO. Could Jesus be really human if he had a human mother and father? YES Could Jesus be really God if he had both a human mother and father? NO. Could Jesus be really God if he was born of the Holy Spirit? YES. What can you add to your mind map?	To understand that God likes to give good things in answer to prayers (Luke 11:9-13). What happened in Luke 11:9-13? What does it teach Christians about prayer? What does it teach Christians about God? What is the good news Jesus brings? What can you add to your mind map?

St. Michael's Religious Education Overview 2022

		To consider how Harvest Festival is a way of saying thank you. What does 'Wonderful World' by Stephen Fischbacher (www.fischy.com) teach us about the wonders of the world? What are your favourite things from the natural world? What happens in a Harvest festival celebration? What are six features of a Christian Harvest festival service? (giving food to people in need, singing hymns to praise God, having a thankful heart, getting together for prayer and worship, noticing all the ways the Earth is generous to humans, making a pretty box of fruit to display in church?) Can you order six features of a Christian Harvest Festival service? What can you add to your mind map?	To know that the wise men visited Jesus (Matthew 2:1-12). Which part of the Bible is Matthew in? (New Testament) What happens in Matthew 2:1-12. Can you draw a story map of the events in Matthew 2: 1-12? Which characters are in the Nativity Story? (Nativity display) Why was King Herod worried about a new baby king? (e.g., jealous, afraid for his power). Did the King mean what he said to the Wise Men? What did the wise men bring to Jesus in our Bible Verse today? If you were there at Jesus' birth, what would you bring him? What can you add to your mind map?	To listen to story of Jesus and the ten lepers and imagine how Jesus might have felt about the leper who came back and the nine who didn't (Luke 17:11-19) What happened in Luke 17:11-19? Why did one man turn back? What did Jesus say made him well? Why did the other nine not return? What good news did Jesus bring? Why are Christians thankful to God? What are you thankful for? What can you add to your mind map?
		To explore Matthew 10:8 and think about how Christians can be generous to those with less. What does Matthew 10:8 mean? Why should Christians give generously? Has anyone ever been generous to you when you knew you didn't deserve it? What is it called when we give to others when they don't deserve it? Would you share with someone who never shared with you? Would God want you to? What can you add to your mind map?	To know that Jesus was more than just a normal baby. Why do you think Christians celebrate the birth of a baby born more than 2000 years ago? Why is the birth of Jesus so important to Christians? What does Incarnation mean? (God in the flesh). Christians believe Jesus is the Son of God and that God gave Jesus as a gift to the world. What do you think this might mean? What is an Advent Calendar? (Advent display) Who was Jesus? Who was Mary? What happened in the Nativity Story? How do the details in Botticelli's Mystic Nativity painting show that Jesus was special? What can you add to your mind map?	To read The Pearl of Great Price (Matthew 13:45-46) and think about what really matters most in life. What is a parable? What does this parable teach us about what is important to Christians? What did the man in the parable do to get the pearl? What does the pearl represent? What is the greatest treasure we could ever receive? How can we receive the kingdom of God? What did Jesus give up to provide us with access to the kingdom of heaven? What is the good news Jesus brings? What can you add to your mind map?

St. Michael's Religious Education Overview 2022

		To write a grace prayer Christians might say before meals. What are all these people doing? Who are they talking to? What are they saying to God? What is a grace prayer? Can you think of one or two lines for a class grace prayer? What can you add to your mind map?	To look for signs that Jesus was a king. What does the Old Testament (1:22-23; 2:6; Is. 7:14; Mic. 5:2 tell us about Jesus, the King, the Messiah, the Saviour promised by God? What do you already know about Jesus? How does Matthew 1:18-2:12 and Luke 2:1-21 describe the birth of Jesus? Why did Jesus come to Earth? What can you add to your mind map?	To understand why Christians, pray. How do Christians show they are thankful? Why do Christians pray? How often should Christians pray? What actions do Christians do when praying? What are some important examples of Christian prayer? Why do Christians all over the world pray 'The Lord's Prayer'? What good news did Jesus bring? How does a church building encourage Christians to pray? Do Christians only pray at church? What can you add to your mind map?
		To help create a class display called 'The best thing about the world is...' Who do Christians believe created the world? What can Christians and others do to help look after the world? If God is the Creator, what rules might he give for how to look after the world? What can you add to your mind map?	To think about why gold, frankincense and myrrh were given to the baby Jesus. What is Christmas? What do Christians remember at Christmas? Why do Christians give gifts at Christmas? What do you already know about the Nativity Story? What gifts did the wise men give to the baby Jesus? Why? What can you add to your mind map?	To write one-liner prayers Christians might pray as part of a class book. What is a prayer? What might Christians pray for? How does prayer feel? Are you sure that God listens to prayers? Does praying make a difference? What would you pray for? What can you add to your mind map?
		To talk about the key question 'Who do Christians believe made the world? What might make God happy about the world and what might make God sad? What can you add to your mind map?	To consider why Christmas matters to Christians. What happened in the Nativity story? Why is Jesus a special baby? What are the key signs and symbols that we associate with Christmas? Can you sort these Christmas artefacts into secular and sacred elements of Christmas? Can you describe some objects that Christians use to express the meaning of Christmas to them? What can you add to your mind map?	<u>Going Further lesson</u> To explore the practice of confession and absolution in the Anglican Church or the Sacrament of Reconciliation or Penance in the Roman Catholic Church. What is confession? What is absolution? Why do some Christians take part in confession? What is sin? Who do Christians believe can forgive their sins? What can you add to your mind map?

St. Michael's Religious Education Overview 2022

Year 2		Spring 2	Summer 1	Summer 2
Unit and key question		Christianity – Salvation (Digging Deeper) Why does Easter matter to Christians? UC 1.5	Judaism - Who is Jewish? What do they believe and how do they live? BS 1.3	Judaism - Who is Jewish? What do they believe and how do they live? BS 1.3
Objectives		<u>Making Sense of the text</u> • Why does Easter matter to Christians? • To retell the Easter Story, placing the events on a timeline including: 1) The entry into Jerusalem, 2) The cleansing of the temple, 3) Jesus's betrayal and arrest at the Mount of Olives, 4) The Last Supper, 5) Jesus' trial 6) Jesus; crucifixion, 7) The empty tomb, 8) Jesus' appearance to Mary Magdalene and the disciples. • To look at the 'Big Story' frieze and find the Easter Story including the words 'sin' and 'salvation'. • To understand that the cross is a reminder of Jesus' death because Christians believe Jesus died to 'save' us. • To understand that Christians believe the world is spoiled by sin <u>Understanding the Impact</u> • To visit a local church to find out about signs of Easter and the Easter story there. • To remember key facts about Easter practices from previous learning. • To find examples of how Christian charities around the world follow the example set by Jesus of helping those who are suffering. • Look at Jesus' words on the cross 'Father, forgive them; for they do not know what they are doing.' And discuss who Jesus is forgiving and what is being forgiven.	<u>Remembering</u> • To discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters: how do people make a special time to remember? • To find out what special objects Jewish people might have in their home (e.g. a 'through the keyhole' activity, looking at pictures of mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Seder plate, matzah cover, Star of David on a chain, prayer books, Hanukkah, kippah). Gather pupils' questions about the objects. Help them make sense of them as they go through the unit – refer back to their questions and help them to understand each item in its context. Use Jewish artefacts to bring a powerful reality to the learning. • To introduce Jewish beliefs about God as expressed in the Shema (i.e., God is one, Creator, and cares for all people). (Note that some Jewish people write 'G-d', because they do not want the name of God to be erased or defaced.) Use this as the background to exploring mezuzah, Shabbat and Jewish festivals – how they remind Jews about what God is like as described in the Shema, how God chose them as his people and how festivals help them to remember him.	• To make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to them and to others. Draw attention to the idea that Jews believe God rescues people and brings freedom. Jewish people celebrate this, for example at Purim, Hanukkah or Pesach. What do the children think of the idea of 'God the rescuer'? <u>Sacred words: The Torah</u> • To look at pictures, videos or artefacts connected to the Torah. What makes a Torah scroll special? • To look at a picture of a Torah scroll in a synagogue and hear about the ways the stories and words of the Torah are made special in Jewish homes and places of worship. • To find out what Jewish people do on Shabbat. Why do they have Shabbat? When do you have times of rest and for family in your house? What makes a day very special? On Shabbat, at synagogue, the Torah scrolls are brought out of their special cupboard ('Ark') and read aloud for the people to hear altogether. Experience something like this, enacted in the classroom.

St. Michael's Religious Education Overview 2022

		• To understand that Christians ask God to forgive their sins because of Jesus' example and action. • To understand that forgiveness is important to Christians.	• Look at a mezuzah, how it is used and how it has the words of the Shema inside. Find out why many Jews have this in their home. • What words they would you like to have displayed in your home and why. If this is hard, give some choices • To find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day).	• To consider the importance of these holy words to Jewish people. We may have favourite books or films, but if something is holy, like the Torah, then it might mean more than even our favourites! Do children understand these ideas? 'For about 3,400 years, the Torah scrolls have been holy to Jewish people because the scrolls teach the people about God, the Creator of the world, our rescuer and the one who we serve.' What do children think of these big ideas? <u>Sacred words' beyond religions?</u> • Talk to the children about whether some words are special, but not religious. Do words like peace, love, co-operation and kindness need religion to make them special, or are they important to every human, including those who are not religious? Link this discussion to the work described above.
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St. Michael's Religious Education Overview 2022

		<u>Making Connections</u> • To read Let's Be Friends Again! By Hans Wilhelm and reflect on what forgiveness is. • To write a letter, prayer or poem to someone you would like to forgive. • To understand that Christians believe Jesus shows what God is like and his example of offering forgiveness reminds Christians that God will forgive them and they should forgive others.	• To put together a 3D mind-map by collecting, connecting and labelling pictures of all the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy and share examples of times of rest and for family in pupils' homes. <u>Festivities and beliefs</u> • To use a variety of interactive ways of learning about the festivals of Sukkot, Hanukkah and Pesach (Passover), the stories from the Torah and meanings associated with them, including the Jews as God's Chosen People. • To find out about the menorah (seven branched candlestick) and how the nine-branched Hanukkah links to the story of Hanukkah; explore how the Seder plate tells the story of Pesach/Passover. • To explore how these experiences, encourage times of reflection, thanksgiving, praise and remembrance for Jewish people. The festivals often show God as the rescuer, the saviour of his people • To consider the importance and value of celebration and remembrance in pupils' own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.	<u>Bringing the work together</u> • Children might use play, artefacts, photographs and storytelling to explore questions and express their knowledge about Jewish life, beliefs and identity for themselves. • You might tell the pupils that there are approximately 250,000 Jewish people in the UK. It is a smaller religious community, but that is still a lot of people! • Consider with the class: can they spot some connections between Jewish family life and their own family life? • To talk about what really matters in the family and how it shows (Jewish family and their own family).
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St. Michael's Religious Education Overview 2022

Whole unit	Learning outcomes	• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	<u>Making sense of belief</u> • Recognise the words of the Shema as a Jewish prayer. • Retell simply some stories used in Jewish celebrations (e.g., Hanukkah or Pesach) • Give examples of how the stories used in celebrations (e.g., Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah <u>Understanding the impact</u> • Give examples of how Jewish People celebrate special times (e.g., Shabbat, Sukkot, Hanukkah, Pesach) • Make links between Jewish ideas of God found in the stories of the Torah and how people live • Give an example of how some Jewish people might remember God in different ways (e.g., mezuzah, or Shabbat) <u>Making Connections</u> • Ask some questions about what Jewish people celebrate and why • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people • Give a good reason for their ideas about whether any of these things are good for them too	<u>Making sense of belief</u> • Recognise the words of the Shema as a Jewish prayer. • Retell simply some stories used in Jewish celebrations (e.g., Hanukkah or Pesach) • Give examples of how the stories used in celebrations (e.g., Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah <u>Understanding the impact</u> • Give examples of how Jewish People celebrate special times (e.g., Shabbat, Sukkot, Hanukkah, Pesach) • Make links between Jewish ideas of God found in the stories of the Torah and how people live • Give an example of how some Jewish people might remember God in different ways (e.g., mezuzah, or Shabbat) <u>Making Connections</u> • Ask some questions about what Jewish people celebrate and why • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people • Give a good reason for their ideas about whether any of these things are good for them too
	Visits/visitors	Whole School Easter Experience Church visit: To visit a local church to find out about signs of Easter and the Easter story.	Whisper, Jewish faith visitor	Whole school Christianity experience day
	Vocabulary	Bible, Christ, Christians, church, disciples, Easter, Easter Sunday, God, Good Friday, hot cross buns, Jerusalem, Jesus, Lent, palm crosses, Palm Sunday, resurrection	Mezuzah, candlesticks, <i>challah bread</i> , <i>challah board</i> , <i>challah cover</i> , wine goblet, <i>other kosher food</i> , <i>Seder plate</i> , <i>matzah cover</i> , <i>Star of David</i> , prayer book, Hanukkah, <i>Kippah</i> , artefacts, <i>Shema</i> , <i>Shabbat</i> , God, creator, <i>Jewish festivals</i> , <i>mezuzah</i> , <i>blessings</i> , wine, family meal, rest, <i>day of delight</i> , creation, <i>Sukkot</i> , Hanukkah, <i>Pesach</i> , <i>Torah</i> , <i>God's chosen people</i> , <i>menorah</i> , <i>Pesach</i> , <i>Passover</i> , reflection, <i>thanksgiving</i> , praise, remembrance, Jewish, rescuer, saviour, celebration, celebrating, freedom, <i>Purim</i> , synagogue, holy, values, artefacts, <i>religious community</i>	Mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Seder plate, matzah cover, Star of David, prayer book, Hanukkah, Kippah, artefacts, Shema, Shabbat, God, creator, Jewish festivals, mezuzah, blessings, wine, family meal, rest, day of delight, creation, Sukkot, Hanukkah, Pesach, Torah, God's chosen people, menorah, Pesach, Passover, reflection, thanksgiving, praise, remembrance, Jewish, rescuer, saviour, celebration, celebrating, freedom, Purim, synagogue, holy, values, artefacts, religious community

St. Michael's Religious Education Overview 2022

Weekly learning objectives specific to St. Michael's (progression of skills) key questions		To retell the Easter Story, placing the events on a timeline including: 1) The entry into Jerusalem, What do you already know about Easter practices? Can you find the Easter Story including the words 'sin' and 'salvation', on the 'Big Story' frieze? What does sin mean to Christians? What does salvation mean to Christians? Why did Jesus have to borrow a donkey? What did it mean to wave palm branches and lay cloaks on the road before Jesus? What does hosanna mean? Was Jesus a King? What can you add to your mind map question, 'Why does Easter matter to Christians'?	To find out what special objects Jewish people might have in their home. What precious items do you have in your home? Why are they important? What questions do you have about the objects? (Mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Seder plate, matzah cover, Star of David on a chain, prayer books, Hanukkah menorah kippah). Can you find out what each object is used for? What can you add to your mind map question, 'Who is Jewish? What do they believe and how do they live?'	To learn about the festival of Sukkot. What is Sukkot? When is Sukkot? Why is Sukkot celebrated? How is Sukkot celebrated? Why is Sukkot an important festival for Jewish people? What happens during Sukkot? How does Sukkot encourage times of reflection, thanksgiving, praise and remembrance for Jewish people? What did you find out about Sukkot? What can you add to your mind map?
		To retell the Easter Story, placing the events on a timeline including: 2) The cleansing of the temple, Why was Jesus angry? What did Jesus do in the temple? Why didn't the merchants belong there? How did the priests feel about Jesus' actions? Is it possible to worship badly? How does God want Christians to worship him?	To introduce Jewish beliefs about God as expressed in the Shema. What is the Shema? How is God described in the Shema? What is mezuzah? How is it used? Why do many Jews have a mezuzah in their homes? Can you name some Jewish festivals? How do Jewish festivals remind Jews about what God is like as described in the Shema? What words would you like to have displayed in your home and why? What can you add to your mind map?	To learn about the festival of Hanukkah. (December) What is Hanukkah? When is Hanukkah? Why is Hanukkah celebrated? How is Hanukkah celebrated? What is a menorah? Why is light important at Hanukkah? How does Hanukkah encourage times of reflection, thanksgiving, praise and remembrance for Jewish people? What did you find out about Hanukkah? What can you add to your mind map?

St. Michael's Religious Education Overview 2022

		To retell the Easter Story, placing the events on a timeline including: 3) The Last Supper, Who do you think Jesus is talking about here when He says that not all of you are "clean"? Why did Jesus wash his disciple's feet? What do you think Jesus was trying to teach us by washing His disciples' feet? What did Jesus ask his disciples to eat and drink in memory of him? Which disciple betrayed Jesus why? What can you add to your mind map? Jesus's betrayal and arrest at the Mount of Olives. Who betrayed Jesus? What did Jesus do in the Garden of Gethsemane? Three apostles were supposed to keep watch while Jesus prayed. What did they do instead?	To explore a synagogue. What is a synagogue? What is it like inside a Jewish synagogue? Why do people go to a Jewish synagogue? What can you add to your mind map?	To discuss if words like peace, love, co-operation and kindness need religion to make them special, or if they are important to every human, including those who are not religious? What does peace mean? What does love mean? What does co-operation mean? What does kindness mean? Why do we call words like these values? Do only religious people show these values or does everyone? What are British values? Why are values important? What can you add to your mind map?
		To visit a local church to find out about signs of Easter and the Easter story there. How does the church get ready for Easter? Why is Easter an important Christian festival? What signs of Easter and the Easter story can you find in the church? How do Christian charities around the world follow the example set by Jesus of helping those who are suffering? What charities does this church support at Easter? What can you add to your mind map?	To learn about the Torah. What makes the Torah scroll special? How are the stories and words of the Torah made special in a Jewish home? How are the stories and words of the Torah made special in places of worship? Why are the Torah scrolls kept in a special cupboard called an Ark? Why are the Torah scrolls read aloud for people to hear altogether in the synagogue? How does it make you feel to hear the Torah scrolls read aloud in the classroom? What is the importance of these holy words to Jewish people? For about 3,400 years, the Torah scrolls have been holy to Jewish people because the scrolls teach the people about God, the Creator of the world, our rescuer and the one who we serve.' What do you think of these big ideas? What can you add to your mind map?	To find out about the Jewish community in the United Kingdom How many Jewish people are there in the UK? Where are the most important synagogues in the UK? What can you add to your mind map?

St. Michael's Religious Education Overview 2022

		To retell the Easter Story, placing the events on a timeline including: 4) Jesus' trial Which disciple denied knowing Jesus three times? Did Jesus receive a fair trial? Which Roman governor sentenced Jesus to die? What can you add to your mind map?	To find out what many people do in the home on Shabbat What is Shabbat? When is Shabbat? Why is Shabbat celebrated? How is Shabbat celebrated? How does a Jewish family prepare for Shabbat? Why do some Jewish people call it the 'day of delight' and celebrate God's creation? Can you make a 3D mind-map by collecting, connecting and labelling pictures of all the parts of the Shabbat celebration? What would be good about times of rest if the rest of life is very busy? Do you have examples of times when you or your family have times of rest? What did you find out about Shabbat? What can you add to your mind map?	To explore similarities between Jewish family life and your own family life. What are some of the special days in Jewish family life? What happens on Friday night? What happens on Saturday? What happens on Sunday? What is bar mitzvah? What really matters in the family and how does this show? What else did you find out? What can you add to your mind map?
		To retell the Easter Story, placing the events on a timeline including: 6) Jesus; crucifixion, Why do Christians use the symbol of the cross as a reminder of Jesus' death? Why do Christians believe Jesus died? Look at Jesus' words on the cross 'Father, forgive them; for they do not know what they are doing.' Who is Jesus forgiving and what is being forgiven? Why do Christians ask God to forgive their sins? Why is forgiveness important to Christians? How does Let's Be Friends Again! By Hans Wilhelm help you understand what forgiveness is? Who would you like to write a letter, prayer or poem of forgiveness to? How does Jesus help Christians know what God is like? How does Jesus' example of offering forgiveness remind Christians that God will forgive them and they should forgive others? What can you add to your mind map?	To learn about the festival of Purim. What is Purim? When is Purim? Why is Purim celebrated? How is Purim celebrated? What are Hamantaschen and why are they eaten at Purim? Why do Jewish people send out portions at Purim? What did you find out about Purim? What can you add to your mind map question, 'Who is Jewish? What do they believe and how do they live?'	To explore what really matters in Jewish family life and your own family life. What do you already know about Jewish family life? What festivals do; they celebrate? Do you celebrate these festivals or different ones? What special foods do they eat? Do you eat special foods? Where do they worship God? Do you worship God and if so, where? What else have you found out about Jewish family life? Do you follow the same traditions or different ones? What can you add to your mind map?

St. Michael's Religious Education Overview 2022

		To retell the Easter Story, placing the events on a timeline including: 7) The empty tomb, 8) Jesus' appearance to Mary Magdalene and the disciples. Who were the first disciples to visit the tomb? When did they go to visit the tomb? How did the two women react? What happened to the guards? What did the angel say to the women? 6. Once the women understood that Jesus was alive and they would see Him again, how did they react? What can you add to your mind map?	To learn about the festival of Pesach (Passover) What is Pesach (Passover)? When is Pesach (Passover)? Why is Pesach (Passover) celebrated? How is Passover celebrated? How does the Seder late tell the story of Pesach/Passover? How does Pesach (Passover) encourage times of reflection, thanksgiving, praise and remembrance for Jewish people? What did you find out about Pesach (Passover)? What can you add to your mind map?	To consider the importance and value of celebration and remembrance in your own lives. What do you celebrate? Why do you celebrate? How do people celebrate? How do special times make people feel? What can you add to your mind map?
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St. Michael's Religious Education Overview 2022

Year 3		Autumn 1	Autumn 2	Spring 1
Unit and key question		<u>Creation/Fall</u> What do Christians learn from the Creation story/Fall? UC 2A:1	<u>People of God</u> What is it like to follow God? UC 2a.2	<u>Sikhism</u> How is faith expressed in Sikh communities and traditions? BS L2.8
Objectives		<u>Making Sense of the text</u> - To read the Jewish and Christian creation story from Genesis 1:1-25 and to write or draw what you think is wonderful about the world. - To read James Weldon Johnson's poem about the Creation and think about what this God must be like. - To take a digital image of something from the human – made world that represents human ingenuity, kindness or capacity for appreciation of beauty for a class display. - To read Genesis 1:26-31 and find out what is says about humans being made in God's image and being given control over the earth. - To read a translation of the Bible (The International Children's Bible) and count how many times the words 'good' or 'very good' are used and what Christians think God must be like from this story. - To write instructions God might give to humans to make sure the world stays 'very good'. <u>Understanding the Impact</u> - To understand that Christians view the Bible as given by God to give his people a way of understanding life and how to live it. - To understand how Christians let their Creator be their guide through life. - To read Genesis 1:28-30 and discuss what instructions does God give to humans for treating the Earth as God's good creation ?(use Resource sheet 2).	<u>Making sense of the text</u> - To consider how you would feel if you were told to leave school and immediately begin building a yacht. - To read the story of Noah from Genesis 6:5-9:17 and retell the story using role play techniques. - To write a list detailing a) the qualities Noah had that made God choose him and b) the actions Noah carries out in obedience to God's Commands. - To use hot seating techniques to explore Noah at different points in the story. What is he doing? Why? How is he feeling? - Write words to describe Noah (resource sheet 1) - Look at the rules God gives humans after the flood subsides and relate to the rules God gave Adam and Eve in the creation story. - To define a pact and answer the question 'What was God's Covenant with Noah?' - To join in with a circle time discussion and explore the question 'What I would like to say about God in the story is...' - To remember that God sent the flood to bring good into the world and wipe out evil and that after the flood he promises to stick with people. - To write words to describe God. - To discuss the key question 'What was it like for Noah and his family to follow God?' <u>Understanding the impact</u> - To explore promises people in the community, make (Brownies, doctors, police, parents at christenings). - To watch a Christian wedding and discuss how promises are made, recapping how pacts and promises link to the story of Noah.	- Focus on Sikh ways of living and sources of guidance in Britain today (use the BBC series My Life, My Religion: Sikhism). - Develop an understanding of the key beliefs in Sikhism, for example, one God (use the Mool Mantar – a key text that describes God as 'Waheguru', the wonderful Lord). Sewa is the idea of service, human equality and dignity. Find out that Sikh people in the UK number over half a million, and there are over 120 gurdwaras, including three in Bedfordshire. Consider what beliefs, practices and values are significant in the pupils' lives, and consider their experience of community in comparison to Sikh community life. Explain the key beliefs of Sikhs and how these affect the ways Sikhs choose to behave. - Explore the importance of the Ten Gurus through stories and teachings. For example, Guru Nanak's calling to preach, the story of the Milk and the Jasmine Flower, Guru Nanak and the Needle. The forming of the Khalsa under Guru Gobind Singh; the collecting together of the first Sikh scriptures, 'Adi Granth' by Guru Arjan; the celebration of Guru Nanak's birthday in the UK. - Discuss the importance of sacred words, especially the Guru Granth Sahib for Sikhs – understood as a living Guru. How is it used, treated and learnt from? Recognise and describe how the Guru Granth Sahib may provide inspiration or guidance to a Sikh. - Enquire into the importance of the Sikh community, for example, the Khalsa, wearing of the Five Ks, worship in the gurdwara, eating together in the langar and serving others.

St. Michael's Religious Education Overview 2022

	- To explore how Christians believe God ultimately owns everything and it is just put into human hands to be looked after. <u>Making Connections</u> - To explore 3, 6 or 9 areas that people could learn about from the Christian creation story (humans, God, Animals, Nature, God designed the world, The world is 'very good', God created the world from nothing, Humans are responsible for the earth, The world is amazing) and decide which are the most important two. - To discuss not everyone is Christian so are there other reasons why we should look after the world and each other? - To decide on a change the class can make over a week to make the world 'very good' <u>Digging Deeper</u> <u>Making Sense of the text</u> - To remember the key facts about creation and explore how Creation moves into Fall on the 'Big Story' frieze. - To read the story of Adam and Eve (Genesis 2:15-17 and Genesis 3) and talk about the message in the story. - To find the part in the story where Adam and Eve are tempted, are disobedient, pass the blame and even try to hide from God. - To ask and answer questions about the story using hot seating techniques for the roles of Adam, Eve, the snake and have a spokesperson for the role of God. - To understand the part of the story where Adam and Eve eat the fruit is known as The Fall and is important for much of Christian belief. - To produce a front page for The Eden Times newspaper which includes a quotation from God, Adam, Eve and the snake to explain what happened in The Fall. - To explore the key question – What do Christians learn from the creation story? <u>Understanding the Impact</u>	- To look at a text of a wedding ceremony and search for promises. - To recall the symbol that God sends to show he will never again destroy all life. - To look at symbols in a wedding ceremony such as a ring 'o' symbolise God's never-ending love. - To remember that Christians believe the Noah story is about getting rid of evil and God will stick with people even when they do bad things. - To explore how Christians explain what it is like to follow God. <u>Making Connections</u> - To explore agreements (pacts or covenants) in our society and what consequences there are if you break them. - To explore what we can do without in today's world to make it a better place. - To make a change to make the class a great place to work. - To understand the sign of a rainbow is a reminder of God's promise.	- Consider and investigate the gurdwaras in Hitchin and Stevenage: why are these buildings significant to Sikhs? Should everyone go and have a look? What can be learned? What are the five main things that show Sikh spiritual ideas at a gurdwara? (Might be: The Guru Granth Sahib, signs of respect, a place where everyone can eat for free, a bedroom for the Guru, a community centre.) - Evaluate the spiritual significance of Amritsar in the lives of Sikhs. The Golden Temple is a centre and embodiment of Sikh spiritual ideals and a place to visit and be inspired. Look at the work of Pingalwara – to include anyone 'left out': pingalwara.org - Give pupils opportunities to make connections with their learning about Sikh life for themselves, so that they can ask and respond to questions (stimulated by a range of source material) about how Sikhs everyday lives are affected by their beliefs. - Describe the forms of guidance a Sikh uses and compare them with forms of guidance experienced by pupils. Reflect with pupils on the beliefs, values and practices that are important in their own lives, and how these have an effect on people's lives. Pupils could be invited to express their own views, commitments, beliefs and responsibilities in the light of their learning about Sikhism
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St. Michael's Religious Education Overview 2022

		- To read the Ten Commandments and explore what people must have been doing if God needed to give them these rules. - To explore some ways in which Christians say sorry to God. - To define forgiveness and explore the belief that God can forgive and people can have a fresh start again. <u>Making Connections</u> - To explore the Christian belief of forgiveness by rereading the Parable of the Lost Son (Luke 15:11-17). To compare Genesis 3 and the Parable of the Lost Son (Resource sheet 6). - To explore how the creation story says the world is good/very good: but humans choose bad things sometimes. - To reflect on the question 'What do Christians learn from the Creation Story?'		
Whole unit	Learning outcomes	- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. - Make clear links between Genesis 1 and what Christians believe about God and Creation. - 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.) - 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.	- Make clear links between the story of Noah and the idea of covenant. - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. - Make links between the story of Noah and how we live in school and the wider world.	- Identify and describe key Sikh beliefs and values including Waheguru and Sewa - Explain examples of texts such as the Mool Mantar - Consider questions about the beliefs that all humans are equal to God - Make simple connections between sacred texts and practice - Describe how people show their Sikh identity in dress, behaviour and values - Raise questions about what it means to live a good life and examine Sikh answers - Make links between their own ideas and values and those held dear in Sikh communities - Give good reasons for their views about the importance of values such as equality, community, tradition and respect
	Visits/visitors			
	Vocabulary	Bible, Christians, Church, Create, Creation, Creative, Creator, Forbidden , Forgiveness, God, Maker, Sin, Stewards , The Fall	Bible, Christians, Church, Covenant, Faith, God, New Testament, Old Testament, People of God, Praise, Pray, Promise, Salvation, Sin, Spiritual, Values, Worship	<i>Sikhism</i> , God, <i>Mool Mantar</i> , <i>Waheguru</i> , <i>Sewa</i> , <i>Sikh</i> , <i>Gurdwaras</i> , beliefs, <i>Ten Gurus</i> , <i>Khalsa</i> , <i>Five Ks</i> , worship, <i>langar</i> , spiritual, <i>Amnritsar</i> , <i>The Golden Temple</i> , <i>Pingalwara</i> ,

St. Michael's Religious Education Overview 2022

Weekly learning objectives specific to St. Michael's (progression of skills), key questions		To discuss what makes a wonderful world What do you think makes a wonderful world? What must God be like? If God is a creator what kind of God must God be? Look outside, what has the wow factor which is human made? Does it represent ingenuity, kindness, appreciation of beauty? Where does the Creation go on a timeline?	To discuss the emotions throughout the story of Noah How would they feel if they were taken away from their families to build a yacht? Are they surprised by the adult's behaviour? What emotions do you think Noah is feeling? When? Why?	To develop an understanding of the key beliefs in Sikhism How many people follow the Sikh religion in the UK? What beliefs are important in your lives? What is your own community like? How is this similar/different to the Sikh community?
		To explore the good of creation What parts of God's creation were good/very good? How clever is creation/natural world? Have you ever created something good? How did you care for your creation? How did you want others to treat it? What do Christians learn from the Creation story?	To explore why God chose Noah Why do Christians and Jews still read Noah's story today? Why did God choose Noah? What attributes does he have? How would you describe Noah?	To explore the teachings of the Ten Gurus What are the Ten Gurus? What are their stories teaching people? What do these stories mean to Sikhs?
		To understand the fall of the Frieze What happened next? Is there a hidden message in this part of the story? What is it? Where in the story do Adam and Eve become tempted/disobedient/pass the blame/try to hide from God? Have you ever been tempted by something?	To understand what God's covenant with Noah meant What responsibilities has God given to Noah? What was God's covenant to Noah? What was it like for Noah and his family to follow God? What was God trying to wipe out?	To discuss the importance of sacred words in Sikhism How are the sacred words used? How can Sikhs learn from them? How does the Guru Granth Sahib provide inspiration and guidance?
		To explore the affects, The Fall had on the People's relationship with God What do you think about Adam and Eves' behaviour? Was it wrong? How did their behaviour damage their relationship with God? Where would you add these events to the timeline?	To make a connection between Noah's story and promises made today What religious promises do we make today? How do these ceremonies show a connection to God? What non-religious promises do you make? (example: Brownies)	To enquire into the importance of the Sikh community What is the Khalsa? How can Sikhs live their lives by this tradition? What are the 5 Ks? How does this show devotion? How do these traditions bring a sense of community?
		To describe how and why Christians may pray to God What are the Ten commandments? Why did God feel he needed them? What commandment is the most important? How would you define forgiveness?	To identify promises made during a Christian Wedding What do the symbols represent in a promise? What promises do a married couple make? What may they need to ask for?	To investigate Gurdwaras Why is this building significant to Sikhs? Should everyone go and look? What can be learned? What are the 5 main things that show Sikh spiritual ideas at a gurdwara?

St. Michael's Religious Education Overview 2022

		To make a connection between The Creation and The Fall about how people should behave What is important from the stories for how we should act today? How can we care for the Earth and what we create? Should we always apologise? Whose fault is it if people choose to do bad things?	To understand the consequences of breaking covenants Have you ever broken a promise or a rule? What happened? What are the consequences of breaking a pact?	To understand the spiritual significance of Amritsar What is the Golden Temple? What does it provide for Sikhs? Why is this the holiest pilgrimage site of Sikhism?
		To debate statements based on The Creation/Fall Story Pupils to debate...	To create a pact to make our classroom a better place What could you do without? What could you discontinue? How can we promise to make our classroom a better place?	

St. Michael's Religious Education Overview 2022

Year 3		Spring 2	Summer 1	Summer 2
Unit and key question		<u>Salvation</u> Why do Christians call the day Jesus died Good Friday? UC	<u>Islam</u> How do festivals and worship show what matters to a Muslim? BS L2.9 What are the deeper meaning of religious festivals BS L2.11	<u>Gospel</u> What kind of world did Jesus want? UC 2a.4
Objectives		<u>Making Sense of the text</u> - To recall the events of Holy Week from year 2. - To look at three crosses: a palm cross, a crucifix and a plain cross and decide which links to which aspect of Holy Week. - To read the story of Holy Week, using extracts from the Gospels: Matthew 21:7-11, Luke 23:13-25, 32-48 Luke 24:1-12 - To hot seat the character of Mary and explore what she might think about each story including how she might feel and how the disciples might feel? - To write a diary for Mary, the mother of Jesus, for three important days in Holy Week: Jesus entering Jerusalem (Palm Sunday), the day Jesus died (Good Friday) and the day Jesus came back to life (Easter Sunday, including a picture of the appropriate cross, an explanation of why she has included that cross, what happened on that day, how she feels and what she thinks the day might mean. - To explore if Mary would call the day Jesus died Good Friday? - To explore how the story made you feel and if there is a difference between how Christians and people with other religious or non-religious worldviews respond to this story. <u>Understanding the Impact</u> - To look at a programme or an order of service from a local church and work out what happens during Holy Week. - To watch 'My Life, My Religion' (see resources) and write notes to explain what the children do, what the clergy do, what do people remember, what do people feel, what do people make or what do people say?	Recall learning from earlier RE about Muslim worship and belief in action. Remind pupils about the Five Pillars. This unit builds on prior learning by digging a little deeper into prayer, then looking at fasting in Ramadan and the festival of Eid-ul-Fitr. Introduce the meaning of the words 'Islam' and 'Muslim': based on the Arabic root 'slm', which means 'peace'. 'Islam' means 'the peace that comes from being in harmony with God', and 'Muslim' means 'one who willingly submits to God'. Read Sura 1 (chapter 1) of the Qur'an. What does it tell Muslims about what God is like? Explore how this chapter shows the nature of God in Islam (tawhid – the oneness of God). Look at the five names of God used in the chapter. Think together about Salah – prayer five times a day. Build on prior learning: ask pupils why they think Muslims pray. For Muslims, the God revealed in Qur'an in Sura 1 is worth worshipping, submitting to and praying to. Look at what happens in prayer: the preparation and the rak'ah (prayer positions), etc. Use this to help find out about the significance of prayer to Muslims – why it is important to worship God and pray, and what difference it makes to Muslim ways of living; talk about how regular praying might make life easier and/or harder. The BBC series My Life, My Religion: Islam has good video clips. Compare prayer at home with Friday prayer at the mosque. Look at the use of subhan beads as part of prayer. How does prayer show what matters to a Muslim? The mosque/masjid is important within the Muslim communities. Explore how it is a	<u>Making sense of the text</u> - To read the story of the calling of the first disciples (Matthew 4:18-19) and consider what Peter and Andrew were asked to give up by following Jesus. - To understand what might have seemed like good news to the disciples then and to Christians now about what Jesus said and did. - To read Mathew 4:20-22 and discuss what James and John left behind and what special new jobs they gained. To think about what Jesus meant by a 'fisher of people' and why many Christians today still try to do this. To understand that Matthew 4:18 – 22 is part of a 'Gospel', which means good news and tells the story of the life and teachings of Jesus. To understand what a leper is and to read the story of Jesus healing a leper (Mark 1:40-44) and how that shows love to all. To remember how Jesus called the hated tax collector to be a disciple (KS1 Matthew 9:9-13) and think about how Jesus taught his followers not to judge people by what they looked like or what others thought of them. <u>Understanding the impact</u> - To explore how Christians are making the kind of world that Jesus wanted. - To explore which activities a church leader might be involved in with the community.

St. Michael's Religious Education Overview 2022

	- To use freeze frame techniques and speech to show what Christians are celebrating/remembering on Palm Sunday, Good Friday and Easter Sunday. - To find out what churches do to celebrate Palm Sunday, Good Friday and Easter Sunday by researching on the internet, collecting photographs, collecting information from local churches or by looking in books. - To create a display for a church showing the importance of either Palm Sunday, Good Friday or Easter Sunday, to include a suitable cross and an explanation about what this reminds Christians of: a synopsis from the Bible or what happened in the church, how this is celebrated in school and some quotes from the class. <u>Making Connections</u> - To explore when you felt joy, sadness and were full of hope using the resource 'Inside Out'. - To explore if Jesus understood his death as a choice and part of God's big plan of salvation (remember the 'big story'), consider how his emotions might differ from his disciples. - To explain how Christians should live their lives in the light of these beliefs, joy, sadness or despair and to create a triptych with the central frame showing hope, the left frame showing sadness and the right frame showing joy. - To produce 'salvation artwork' for each frame showing joy, hope or sadness/despair in Holy Week and in the world today and to write an explanation of your 'salvation art'.	place of prayer, teaching and community support. - Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast: - Explore how Muslims show self-control by fasting during Ramadan and why this is important. - Explore the 'Night of Power' (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan to mark the giving of the Qur'an. What happens in the community, and why? - Explore what happens in a Muslim household for Eid-ul-Fitr, and how this shows that Muslims worship Allah. Why do they celebrate the end of Ramadan? - Willing submission to God is central to Islam; ideally Muslims demonstrate this through ibadah (worship). What are the benefits for anyone of living a self-disciplined life?	- To invite a church leader in to talk about a regular day in their diary and compare this to a Sunday. - To understand that some church leaders feel they need to go beyond daily routines in order to show love towards others. <u>Making Connections</u> - To describe the kind of world you would like to see and compare this to how the world is. - To describe the sort of world Jesus wanted and compare this to the kind of world you wanted. - To explore images showing a world Jesus would not have wanted and alter the image to explain what a Christian who lives as Jesus would want them to might do. <u>Digging Deeper</u> <u>Making sense of the text</u> - To read Genesis 12:1 and discuss what Abraham was asked to leave behind and where he was told to go. - To read the remainder of Genesis until 12:9 and freeze-frame the key moments. - To explore reasons why Abraham followed God's command to leave Haran. - To explore what faith is and how we can tell from the story that Abraham had faith. - To read the story of how God promised a son to Abraham and Sarah (Genesis 18:1-10) and ask questions to show the thoughts and reactions of the characters at different points (Resource sheet 3). - To read the end of the story (Genesis 18:11-15 and 21:1-5) to find out Sarah's reaction and what it was like for Abraham and Sarah to follow God? - To discuss the promise to bless all peoples of the earth and bring all people back into a relationship with God (see Unit 2a.1 Creation). - To understand that Jewish and Christian people believe God made a covenant with Abraham and place the People of God on the
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St. Michael's Religious Education Overview 2022

				Big Story timeline, discussing where they come chronologically within the Bible. <u>Understanding the impact</u> - To create two lists – promises God makes to people in the Old Testament and actions he asks of People of God (See resource sheet 4) - To explain that some Christians are inspired to have faith like Abraham and follow God using the example of William Booth and the Christian Mission/Salvation Army. - To explore how showing God's love is incredibly important to the Salvation Army because this is something Jesus focused on in his teachings. - To research the work of the Salvation Army and present your findings in a group to the class. - To explore how people might give up something to follow God (see Father Peter Walters work in Columbia). - To understand that many Christians don't think that only the Old Testament characters were people of God, but that everyone can be one of the People of God and they try to follow God's directions in order to do this. <u>Making connections</u> - To discuss people who can be trusted and what qualities they have. - To understand that faith is a little like trust and Abraham and some Christians have given up much to follow God. - To listen to stories of people who have felt supported by God through tough times. - To answer the key question with written and creative responses, What is it like to follow God?
Whole unit	Learning outcomes	- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.	- Identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an - Make clear links between beliefs about God and ibadah (e.g., How God is worth worshipping; How Muslims submit to God)	- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

St. Michael's Religious Education Overview 2022

Weekly learning objectives specific to St. Michael's <i>Integration of</i>		- Give examples of what the texts studied mean to some Christians. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. - 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.	- Identify how Eid-ul-Fitr is celebrated - Give examples of ibadah (worship) in Islam and describe what they involve - Make links between Muslim's beliefs about God and a range of ways in which Muslim's worship - Make a connection between sacred texts and the practice of religious festivals today - Describe how people show devotion to God and commitment to key values in their festivals - Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who Muslims are not - Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas - Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons - Make links between different religions, which all celebrate the triumph of goodness over evil	- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. - Make simple links between Bible texts and the concept of 'Gospel' (good news). - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. - 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.
	Visits/visitors			Church leader visit to school
	Vocabulary	Bible, Christ, Cathedral, Christians, Church, Crucifix, Disciples, Diocese, Easter, Easter Sunday, God, Good Friday, Jerusalem, Jesus, Lent, Maundy Thursday, Palm Crosses, Palm Sunday, Resurrection	Sura, Qur'an, Prayer, 5 Pillars of Islam, <i>salah</i> , <i>rak'ah</i> , Muslims, Mosque, Ramadan, Eid-Ul-Fitr, Fast, Allah, God, Ibadah (worship), Islam, Arabic, Festival, Community	Bible, Christians, Church, Forgiveness, God, Gospel, New Testament, People of God, Praise, Pray, Preaching, Salvation, Saviour, Sermon, Sin, Spiritual, Values, Worship
		To see Holy week from Mary's viewpoint <i>What does the word Salvation mean?</i> <i>What do you know about the Easter Story already?</i> <i>What cross links to which part of Holy Week?</i> <i>Where does Salvation fall in the Christian calendar?</i>	To explore what Muslims, believe God is like <i>What does chapter 1 tell Muslims about what God is like?</i> <i>What is the nature of God in Islam?</i>	To understand the thoughts and feelings of the first disciples <i>What did they have to give up to follow Jesus?</i> <i>How would they feel if they were asked to give up so much?</i> <i>What would Peter and Andrew feel on hearing Jesus' words?</i> <i>What is good news in the Gospel?</i> <i>How is this good news to Christians today?</i>

St. Michael's Religious Education Overview 2022

		To write a news report on the events of Good Friday How does Mary feel? How do the disciples feel? What do you think this day symbolises to Christians? How do you think Jesus felt? Was Jesus death part of God's bigger plan?	To identify the significance of prayer to Muslims Why do Muslims pray? What happens during prayer? What is the prayer position? Why is important to worship God and Pray?	To explore how Christians today try to be 'Fishers of People' What does the word gospel mean? What special job have the disciples gained from following Jesus? What did Jesus mean by 'Fisher of the People'? Why did Matthew include this story in the Gospels?
		To write a diary entry on the events of Easter Sunday Has there been a time when they felt joy, sadness or hope? What made you feel this way? How long did it last for? What did you do with these feelings? How do you think these feelings relate to how Mary and Christians were feeling?	To show how prayer can make a difference to a Muslim's way of living What is the same and what is different about praying at home and Friday prayer at the Mosque? How does prayer show what matters to a Muslim?	To enquire into the importance of Jesus healing a leper Would they want to be near or touch someone who was infectious? Why did Jesus touch and heal the leper? How has Jesus taught his followers not to judge people by what they look like?
		To explore how Holy Week is celebrated Why do you know think Christians call the day Jesus died Good Friday? How do they celebrate Holy Week?	To explore how a mosque is a place of prayer, teaching and community How is the Mosque a place of worship? How does it teach Muslims and show community support?	To investigate how Christians are making a world that Jesus wanted What activities are people doing in churches to show they are following what Jesus wanted? What are the most important and why? What ones may a church leader be involved in? What is the role of a church leader?
		To create a triptych reflecting Holy Week What are Christian's beliefs about Holy Week? Why do Christians live their lives in the light of these beliefs?	To investigate the experiences of a Muslim fasting during Ramadan How does fasting show self-control? What are the benefits? What can they learn from the experience? What happens in the community during the 'Night of Power'? What happens in a Muslim household for Eid to show Muslim's worship Allah?	To list what makes a great Church Leader What attributes are needed to make a church leader? What activities will they be required to do? How do they show love and care towards others? How do these link to the Gospel?
		To create a display on an important event in Holy Week Why is Palm Sunday so important to Christians? Why do Christians call the day Jesus died Good Friday? What do Christians believe happened on Easter Sunday?	To describe what Muslims, believe are the benefits of worshipping God What are the benefits for anyone of living a life of self-discipline? What things might people who are not Muslims stop and reflect on five times a day? What benefits could these things have? How can pupils live more harmoniously? What steps could the world take to live in harmony?	To describe a world, I would like to live in What kind of world would you like to see? Why? What actions could be taken to make the world like this? How important is love in making a better world? How does your world link to the world Jesus wanted? How is it different/similar?

St. Michael's Religious Education Overview 2022

Year 4		Autumn 1	Autumn 2	Spring 1
Unit and key question		<u>Incarnation/God</u> What is the Trinity and why is it important for Christians? UC2A.3	<u>People of God</u> What is it like to follow Jesus? UC 2A.2 (Digging Deeper)	<u>Hinduism</u> How is faith expressed in Hindu community and traditions? BS L2.7 What helps Hindu people as they try to be good? BS U2.7
Objectives		- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	- Make clear links between the story of Abraham and the concept of faith. - Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. - Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.	- Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean. - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). - Describe how Hindus show their faith within their families in Britain today (e.g., home puja) - Describe how Hindus show their faith within their faith communities in Britain today (e.g., arti and bhajans at the mandir; in festivals such as Diwali) - Connect the four Hindu aims of life with beliefs about dharma. Karma, moksha etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways. - Make connections between Hindu beliefs studied (e.g., karma and dharma) and explain how and why they are important to Hindus. - Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

St. Michael's Religious Education Overview 2022

Whole unit	Learning outcomes	That Christians believe in one God. To know that Christians believe God is the Trinity. (Father, Son and Holy Spirit) To understand how God is represented in art. To identify how Christians show they follow God.	To understand the covenants that God has made. To know what a covenant is. To understand why people, follow God and the sacrifices they may make. To know what faith is. To understand the work of the Salvation Army.	To understand the main beliefs of Hinduism and how Hindus believe they should lead their life. That Hindus believe in one God that can take many forms. To learn how Hindus, practice their faith in their homes and in a place of worship by having Daily Puja. To see how Hindus, celebrate the festivals of Diwali and Holi making connections that the festivals celebrate how Good can overcome evil and the importance of the festivals. Make comparisons to Christians and the ways pupils in the class celebrate their own beliefs.
	Visits/visitors		Possible visit from a member of the Salvation Army to talk about their work.	Possible visit to Hindu temple.
	Vocabulary	baptism, Bible, Christians, church, covenant, faith, God, Gospel, Holy Spirit, New Testament, Old Testament, praise, pray, spiritual, Trinity, worship	Bible, Christians, covenant, faith, God, New Testament, Old Testament, People of God, Praise, pray, promise, salvation, saviour, sin, spiritual, Trust, Values, worship	Aum, Hindu, Hinduism, dharma, Sanatan dharma, murtis, puja, deity, Bhagavad Gita, arti, mandir, bhajans, prashad, Diwali, Holi, karma, moksha, atman, samsara, reincarnation.
Weekly learning objectives specific to St. Michael's (progression of skills), key questions		Baptism of Jesus and the symbolism of water. Introduce the Gospel. Look at how God is betrayed in paintings. What do Christians believe? What is the Holy Spirit?	What is a Covenant? What covenant did God make? Recap the story of Noah and the covenant he made. Discuss and give opinions on how God treated the people. Tell the story of Abraham. Why did Abraham follow God's Command? At key points of the story think of question Abraham and Sarah may have. What was it like for Abraham and Sarah to follow God? Genesis 18:1 Read Sarah's reaction Genesis 18:11-15	Introduction to the main beliefs of Hinduism. (Dharma, Sanatan dharma). Symbols of Hinduism (Aum etc.)
		Look at Baptisms in church now. How is the baptism of a child different to that of an adult? Write a baptism prayer.		Show how their faith is celebrated in their homes. Family shrines (murtis), Puja, sacred text (Bhagavad Gita). How is worship similar/different to a Christians?
		Write a Class Grace. Use the Stephen Fischbacher song to understand that God is all around. Write an additional verse. What is the Grace? How is it different to a prayer?	Compare Noah to Abraham Genesis 12:1 making a storyboard of the main points. List the promises God has made to the actions he has asked them to do? Why do you think people carried out the actions? Link to the idea of Faith.	How Hindus celebrate as a community e.g., visiting a mandir. How does worship in a Mandir compare to worship at home?
		Explore the Trinity. Look at words the bible uses to describe God. Use Trinity chant: What do Christians believe God does?	What is faith? Did Noah and Abraham have faith?	The cycle of life, karma and reincarnation. Why is important for Hindus to lead a good life?

St. Michael's Religious Education Overview 2022

		How do Christians show their belief in God? Look at how they pray/sing/help people etc. Children to identify the range of activities that Christians do to show how they worship God.	What did Noah and Abraham give up for their faith (trust) in God? Look at the work of the Salvation Army. Research what the Salvation does. Children to produce a leaflet on the work of the Salvation Army.	The celebration of Diwali. The story and meaning behind the festival. How it is celebrated. Why is this festival important to Hindus?
		Look at paintings to show how Christians believe God is a creator, Rescuer and presence in all life Revisit the idea that God is three in one. Children to design their own Holy Trinity artwork.	Can everyone be one of the people of God? Re-answer the key question What is it like to follow God? Reflect on the understanding that Jewish and Christian people believe God made a covenant.	The celebration of Holi. The story and meaning behind the festival. How it is celebrated. Why is this festival important to Hindus?

St. Michael's Religious Education Overview 2022

Year 4		Spring 2	Summer 1	Summer 2
Unit and key question		<u>Salvation</u> Why do Christians call the day Jesus died 'Good Friday'? UC 2A:5 (Digging Deeper) (Why do Christians remember the events of Holy Week every year?)	<u>Kingdom of God</u> When Jesus, left, what was the Impact of Pentecost? UC 2A.6	How and why do people try to make the world a better place? BS L2.12
Objectives		- To learn what Christians do on Maundy Thursday. - To suggest why Judas betrayed Jesus at The Last Supper. - To describe what Christians do to show their beliefs - To explain why Christians call this Good Friday	- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to some Christians now. - 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. - 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.	- Identify some beliefs about why the world is not always a good place (e.g., Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place - Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g., Tikkun Olam and the charity Tzedek) Describe some examples of how people try to live (e.g., individuals and organisations) - Identify some differences in how people put their beliefs into action.
Whole unit	Learning outcomes	Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Pupils will be able to say what each event of Holy week means for Christians today including: Palm Sunday: washing disciples' feet at the Last Supper; Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. To know that most Christians believe that Jesus rose from the dead and so is alive today. To raise relevant questions in response to their enquiry into the Christian concept of Salvation. To express their own view if this was a 'Good' Friday?	Pupils will know that Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e., Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now. Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.	Raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better. Make links between some commands for living from religious traditions, nonreligious world views and pupils' own ideas. Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
	Visits/visitors	Local clergy to discuss the events of Maundy Thursday.	Christian Church member – What did they do for Pentecost?	

St. Michael's Religious Education Overview 2022

	Vocabulary	Salvation, Holy week, Good Friday, crucifix, crucifixion, Jesus, Maundy Thursday, Last Supper, Gospels, Palm Sunday, Easter Sunday, disciples	Pentecost, Kingdom, spirit, Holy, emotions, beliefs, Christians, Corinthians, belief	Sin, beliefs, religious, traditions, Hindu, Sikh, Muslim, Jew, Hinduism, Judaism, Islam, Judaism, commandments, rules
Weekly learning objectives specific to St. Michael's (progression of skills), key questions		Initial thoughts: Why do Christians call Good Friday good? Why do they remember the events every year? Revisit story by discussing different vocabulary to be used in this unit.	What happens after Easter. Introduce the idea of the Kingdom of God: Is the Kingdom of God a place? Who is its leader? Who is part of the Kingdom of God? How can someone become part of it? Share ideas.	How is the world 'Not a good place'? Looking at the class, the school, area we live, country, world. Why does this happen?
		Retell story of the Last Supper. Should Judas betray Jesus?	Tell the story of Pentecost (Acts 2: 1–15, 22 and 37–41). Gather reactions. What questions do they have? Why is the Spirit like a wind? Like a flame? Can pupils draw the rest of the picture from the Bible story? (Resources UC)	Help and guidance: Ten commandments, Two commandments of Jesus and Golden Rule. Do people keep these guides for living? How does it make the world a better place?
		Significance of the bread and wine at The Last Supper. What did Jesus want the disciples to remember? Why did Jesus wash the disciples' feet?	Using a selection of artworks, including those using more symbolic imagery. Children write questions, labelling symbols, commenting on the Christian beliefs. shown in the art, saying what they like and dislike. Study the emotions on the people in the artwork. Why might they feel like that? Which parts of the narrative has the artist had to portray symbolically? Investigate: what do the symbols mean	Jewish Teaching of Tikkun Olam and tzedakah. Looking at how charities try to make the world better. (Extra: Jewish festival of trees: Tu B'shevat). How can people mend the world?

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St. Michael's Religious Education Overview 2022

		Recognise symbols associated with Easter. What is the meaning of each of these symbols?	What/Who is the Holy Spirit? Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? List the ways in which the Holy Spirit helps Christians.	How do Muslim charities help to make the world a better place? Finding out how Muslims and what Muslims give to charity.
		Invite Clergy to show what happens on Maundy Thursday as part of Holy Communion.	What is the Kingdom of God like? Pentecost is the Church's birthday. How does the Church celebrate? Pupils list ways the Holy Spirit in the life of the church. Where else in the life of the church might it be seen?	Compare the work of Christian Aid, Islamic relief, Kshala Aid (Sikh) and Sewa International (Hindu). How do they help? Can they change the world?
		Preparation for leading School Easter Service.	Why did Pentecost need to happen? What if it hadn't? Look at how the disciples felt before Pentecost and after Pentecost. How did the day of Pentecost affect the Kingdom of God? Why were they worried? What about Christians today? Look at how the Holy Spirit may help them. Decide what it could be like if Jesus had not ascended. What difference did the giving of the Holy Spirit at Pentecost make to Christians, then and now?	Non-religious ways of 'Being good without God'. What do Humanists use to guide their ways of living?
			1 CORINTHIANS 12:12–26: ONE BODY, MANY PARTS. Ask pupils to describe what must have been going on in Corinth for Paul to have to write this letter. Why do the people of Corinth need this image? What evidence do pupils find? Why do Christians need to work together?	Pupils to reflect on the values of love, forgiveness, honesty and generosity in their own lives. How do they show these values? How can these values become stronger?

St. Michael's Religious Education Overview 2022

Year 5		Autumn 1	Autumn 2	Spring 1
Unit and key question		<u>God</u> What does it mean if Christians believe God is holy and loving? UC 2.1	<u>Buddhism</u> What is the deeper meaning of religious festivals? BS L2.11	<u>Gospel</u> What would Jesus do? UC2B.5
Objectives		<u>Making sense of the text</u> To understand that for Christians knowing God is a journey. To think about who God could be. To understand the meaning of omnipotent and omniscient. To read and understand biblical texts. <u>Understanding the impact</u> To explore church and cathedral architecture. To explore ways in which Christians celebrate God, for example through hymns. <u>Making connections</u> To consider and weigh up biblical ideas and questions. To think about the differences between a holy God and a loving God. What rules would we consider to be important for living a good life?	To learn about the Buddhist religion and how they worship.	<u>Making sense of the text</u> Relate the key question What would Jesus do? to a variety of scenarios. To explore the parable of the Foolish builders and the story of the Sermon on the mount. To respond to the stories of Jesus healing miracles. <u>Understanding the impact</u> To reflect on the parable of the Foolish builders and think about strong foundations for life. To explore the key elements of prayers. To think about how Christian organisations, help the sick. To think about how we can make the world a better place. <u>Making connections</u> To explore how enemies can become friends through forgiveness and reconciliation. To think about how you can help others by being generous with time as well as money.

St. Michael's Religious Education Overview 2022

Whole unit	Learning outcomes	- 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 Biblical 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.	- To discover who Siddhartha Gautama was and why he is important to Buddhists. - How he became Buddha and what Buddhists believe and how they worship. - They will be challenged to think about their beliefs of life and death. - They will learn about the key Buddhist religious festivals - Children will learn about the Three Universal Truths and the Five Moral Precepts, both of which are core teachings of Buddhism. - Children will learn that Buddhists believe in a continuous cycle of life, death and rebirth, which can only be broken by achieving enlightenment. They will find out what karma is, and how it can affect rebirth. - Children will find out what Buddhist places of worship are like, and how followers of Buddhism worship. They will learn about the most important Buddhist festival: Vesak, and how this is celebrated. - Children will learn that Buddhists believe in a continuous cycle of life, death and rebirth, which can only be broken by achieving enlightenment. They will find out what karma is, and how it can affect rebirth - Children will learn about some of the activities, artefacts and symbols associated with Buddhist worship, and evaluate how they help Buddhists on their path to enlightenment.	- Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
	Visits/visitors			
	Vocabulary	<i>Omnipotent, omniscient</i> , praise, pray, sin, Trinity, worship, bible, cathedral, Christian, church, gospel, eternal, New Testament, Old Testament	<i>Buddha, Buddhism, Siddhartha Gautama, shrine, temple, karma, reincarnation, Universal truths, Moral Precepts, Nobel Truths, Eightfold path, Vesak festival</i>	<i>Leper</i> , miracle, sermon, salvation, <i>reconciliation</i> , prayer, <i>spiritual, theology</i> , values praise, preach, hymn, sermon, charity, saviour, worship.

St. Michael's Religious Education Overview 2022

Weekly learning objectives specific to St. Michael's (progression of skills), key questions		To explore the qualities of a God What are the important qualities of a God? What would we look for in a God? If we were to create a God, what qualities would we give?	To find out who Buddha was and why he is important to Buddhists today What is Buddhism? How/when did it begin? How did Prince Siddhartha become Buddha? Do you recognise that Buddhists do not worship a god like most other world religions	To know and understand the parable of the wise and foolish builders What would Jesus do? What is the parable about and why did Jesus tell it? What is the meaning behind the parable?
		To explore the characteristics and describe the Christian God What is the Christian God like? What words can you use to describe Him? Do you understand the words omnipotent and omniscient?	To find out about some of the core beliefs and teachings of Buddhism. What are the Three Universal Truths? What are the Five Moral Precepts? Can children discuss their own opinions about what is right and wrong?	To explore the lessons that Jesus taught on the Sermon on the Mount Which three of the lessons do you think are hardest to follow? Which would make most difference? Which lessons are the most relevant in the world today? Why?
		To know what the Bible says about God Ask the questions: What is God like? What does God do? What does God not do? How do we know that?	To learn about the Four Noble Truths and the Eightfold Path. What are the Four Noble Truths? What is the Eightfold Path? Can children use their own words to explain these Buddhist terms?	To explore prayer and think about big questions What is prayer? Why might somebody pray? Who might pray? Where might you pray? How might you pray? What are your big questions? If you could ask God one question, what would it be?
		To explore how Christians worship God How does singing a hymn help Christians to know God? What do Christians learn from singing hymns?	To find out where and when Buddhists worship Where do Buddhists worship? How do Buddhists worship? What happens during Vesak celebrations?	To know and understand the miracle of the healing of the Centurion's servant What are the key lessons in this story? How does it show Jesus compassion? How do Christians follow Jesus teaching by helping people today?
		To explore biblical ideas and answer questions Is God holy and loving? If God were just holy, and only concerned with purity and justice, what then? If God were just loving, what then? If there is a God, why might Christians argue it would be better for God to be holy or loving, or a balance of both?	To find out about the Buddhist beliefs of karma and rebirth. What is karma? What is reincarnation? Can children offer their own opinions about these Buddhist beliefs?	To learn how modern-day Christians, show their faith by helping others How does reflecting on 'What would Jesus do?' guide Christian people and communities today? What value is there in thinking about Jesus' example? How do modern day Christians show their faith by helping others?

St. Michael's Religious Education Overview 2022

		To know and understand Humanist beliefs What are important values to live by? Why is forgiveness so important? What should you do if you break a rule?	To investigate ways of worship and symbolism in Buddhism What are the different ways in which Buddhists worship? What do some of the symbols associated with Buddhism represent? Can children discuss the ways in which Buddhist worship is similar or different to worship in other religions?	To reflect on the learning about the question: What would Jesus do? What have I learned about Christians? What would a follower of Jesus do? How could the world be a better place?

St. Michael's Religious Education Overview 2022

Year 5		Spring 2	Summer 1	Summer 2
Unit and key question		<u>Salvation</u> What did Jesus do to save human beings? UC 2.5	<u>Kingdom of God</u> What kind of King is Jesus? UC 2B:8	How and why do some people inspire others? BS U2.4
Objectives		<u>Making sense of the text</u> Explore the stations of the cross using artwork, identify the events and read Mark's gospel. To think about who was responsible for Jesus death and why he had to die. <u>Understanding the impact</u> To explore how Christian's, remember Jesus death throughout the year through Holy Communion / the Eucharist. <u>Making connections</u> To explore the concept of sacrifice in terms of Jesus sacrifice and how some people sacrifice themselves for others. Think about martyrdom in particular St. Alban who is a local saint that the children can identify with.	<u>Making sense of the text</u> To think about the meaning of the Lord's prayer and consider how we can make the world a better place. To explore 2 different parables, make connections and understand their meaning. Explore the Kingdom of heaven and the qualities of a king. <u>Understanding the impact</u> Explore hymns that show the Kingdom of God and Jesus. Explore how our local church brings the Kingdom of God to our local community. <u>Making connections</u> Consider how children could benefit their local community, think of a project that could reflect the Kingdom of God.	Consider what makes a person inspirational and the characteristics of a good role model. Hear stories about inspirational people from different religions including Hindus, Sikhs, Jews, Muslims.
Whole unit	Learning outcomes	- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - Show how Christians put their beliefs into practice. - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	- Explain connections between biblical texts and the concept of the Kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - Make clear connections between beliefs in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.. - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.	<u>Make sense of belief</u> - explain beliefs about how inspirational people can bring believers closer to God - describe examples of texts or quotes which explain what an ideal way of life might be - compare about different inspiring leaders from different religions <u>Understand the impact</u> - make clear connections between belief about living a good life and the leaders they study - give examples of the impact of faith on life - explain differences between leaders from different religions <u>Make connections</u> - raise questions about the concept of 'inspirational people', suggesting good answers - explain the importance of role models from different religions - express their own response to the inspiring lives they have studied

St. Michael's Religious Education Overview 2022

	Visits/visitors	Church or Christian visitor: To share images, objects and experiences linked to Holy Week and Easter. Whole school Easter experience	Church or Christian visitor, what do they do on Pentecost Sunday? How do they make the world a better place following Jesus?	Jewish visitor – how does the Rabbi inspire them?
	Vocabulary	Bible, Christ, cathedral, Christian, stations of the Cross, church, communion, <i>Eucharist</i> , <i>Diocese</i> , Easter, Good Friday, Disciple, Jerusalem, <i>martyr</i> , <i>martyrdom</i> , resurrection	Bible, God, Christian, Kingdom, <i>eternal</i> , gospel, bible, holy spirit, disciple, New Testament, Old Testament, praise, pray, sin, Holy Trinity, worship.	<i>Inspirational</i> , Christian, Jewish, Muslim, Hindu, <i>Sikh</i> , belief, comparison
Weekly learning objectives specific to St. Michael's (progression of skills), key questions		To use artwork to explore the stations of the cross What did Jesus do to save human beings? What were the events leading up to Jesus death and resurrection? Which characters do you relate to? How does the art work make you feel?	To know and understand the meaning of the Lord's prayer What is the meaning of the Lord's prayer? Why is it important to Christians? How can we make the world a better place?	To consider what the word 'inspirational' means What does the word inspire mean to you? Who inspires you?
		To explore who was responsible for Jesus death Who was responsible for Jesus death? Which characters in the story do you think had the most responsibility (Pilate, the Pharisees, Judas, the crowd, the soldiers). Why?	To know and understand the parables of the Feast and the Tenants in the vineyard Why did Jesus tell parables? How did people learn lessons from his stories? How do the parables relate to modern life?	To compare the lives and achievements of Malala Yousafzai and Pandurang Shastri Athavale Did this person follow the teaching of their scriptures? How? Does this person encourage others to follow God in their religion? How? What difference did this person make to others? Is there a movement inspired by their life? What is their 'legacy'? Did this person sum up their vision in some famous sayings or memorable quotes? What do you think of them? Who are they? Why are they inspirational? What have they done? How has it impacted others? How did they show their faith through their actions? Who is the most inspirational and why?

St. Michael's Religious Education Overview 2022

		To think about why Jesus had to die Why did Jesus have to die? What do Christians believe was the reason he died? Was his death a sacrifice?	To explore the Kingdom of Heaven What kind of world would Jesus like? What kind of King is Jesus? How do you picture the kingdom of heaven?	To identify how people from different faiths inspired others (Bhagat Puran Singh (a Sikh) and Rabbi Hugo Gryn (a Jew)). Did this person follow the teaching of their scriptures? How? Does this person encourage others to follow God in their religion? How? What difference did this person make to others? Is there a movement inspired by their life? What is their 'legacy'? Did this person sum up their vision in some famous sayings or memorable quotes? What do you think of them?
		To understand that Christians remember Jesus death throughout the year. How do Christians remember Jesus death? What does the bread of holy Communion mean to Christians? What do they remember when they receive the bread? How do Christians celebrate Holy Communion?	To compare two hymns that celebrate the Kingdom of God and Jesus as King How do the hymns describe Jesus? How do they portray Jesus? What sort of King is Jesus? How do they show Jesus life?	To learn about Dr Martin Luther King and the civil rights movement Did this person follow the teaching of their scriptures? How? Does this person encourage others to follow God in their religion? How? What difference did this person make to others? Is there a movement inspired by their life? What is their 'legacy'? Did this person sum up their vision in some famous sayings or memorable quotes? What do you think of them?
		To remember Jesus' sacrifice to humanity. What is sacrifice? How did Jesus sacrifice himself for humanity? What do you gain when you make a sacrifice? What sacrifices could you make?	To discover how churches, help others in their communities How can we help our local community? How does St. Michael's church serve our community? How does St Michael's bring the kingdom of God to Woolmer Green?	To research an inspirational religious leader or global icon Why did you choose this person? Why do they inspire you? Did this person follow the teaching of their scriptures? How? Does this person encourage others to follow God in their religion? How? What difference did this person make to others? Is there a movement inspired by their life? What is their 'legacy'? Did this person sum up their vision in some famous sayings or memorable quotes? What do you think of them?

St. Michael's Religious Education Overview 2022

		To learn about the martyr St. Alban (link to local area) What is a martyr? How do you become a martyr? Who was St. Alban? What sacrifice did he make?	To create a project that could help our local community How will my project benefit my local community? Why might 'King Jesus' think my project is a good idea?	To make a presentation about my inspirational leader

St. Michael's Religious Education Overview 2022

Class	Oak	Autumn 1	Autumn 2	Spring 1
Unit and key question		CREATION/FALL Creation and Science: Conflicting or complementary? UC:2B.2	INCARNATION Was Jesus the Messiah? UC:2B:4	HUMANISTS AND CHRISTIANS Values: What matters most to Humanists and Christians? BS U2.3
Objectives		<u>Making sense of the Text</u> To identify genre and classify texts into genres. To understand why the creation story is important in the 'big story' of the Bible. To understand that there are different ways of interpreting Christian texts such as Genesis 1. <u>Understanding the Impact</u> To recall how Christians celebrate God as creator. To understand there are many Christians who are scientists. To understand how scientists interpret Genesis. To understand that the Anglican and Roman Catholic Churches (among others) have accepted evolution. To find out about Christians who are scientists, or who are interested in science. To understand why Christian's, find science and faith go together. <u>Making Connections</u> To question whether it would make a difference to how we treat the Earth if we were to reflect on its wonder more often. To compare this idea with how Christians might feel reading Genesis 1. To reflect on the main ideas learnt about Christian beliefs about God as Creator. To understand the idea that Genesis explores why the universe and life exist and Science explores how the universe works the way it does. To understand why science and religion are important for helping to answer different questions. To consider the key question: 'Creation and Science: conflicting or complementary?'	<u>Making sense of the Text</u> To recap the 'Big Story' of the Bible so far. To understand what happens at the end of the Old Testament. To understand what happens at the start of the New Testament. To look at evidence to understand how Jewish people, but not all, accepted Jesus as The Messiah. To understand how it must have felt to be Mary and Joseph. To consider all the evidence that Jesus was the Messiah. <u>Understanding the Impact</u> To understand that for Christians, Christmas is a time of celebration of the arrival of the Messiah. To understand that some Christians have turned to advertising campaigns to get the message across about the 'true meaning' of Christmas. To understand that Christians do not just believe that Jesus was an Old Testament prophet, or a messenger, but that they are convinced that Jesus was God in the flesh. To understand how some Christians bring peace, good news, and show Jesus' love to others at Christmas. To understand how Christians and non-Christians celebrate Christmas. <u>Making Connections</u> To reflect on your learning from this unit to answer the key question: Was Jesus the Messiah? To use the ideas explored in this unit, and the revision of the key concepts in the 'big story' to answer the question, 'Why do Christians believe the world needed a "Saviour"?''	<u>Making sense of the Text</u> To identify and explain Christian and Humanist beliefs about why people are good and bad. To understand what it is to be a Humanist and think about how this compares with being a Christian. <u>Understanding the Impact</u> To make a clear connection between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. <u>Making Connections</u> To make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

St. Michael's Religious Education Overview 2022

Whole unit	Learning outcomes	By the end of this unit, pupils are expected to be able to: - Outline the importance of Creation on the timeline of the 'big story' of the Bible. - Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. - Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians find science and faith go together. - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.	By the end of this unit, pupils are expected to be able to: - Explain the place of Incarnation and Messiah within the 'big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. - Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	By the end of this unit, pupils are expected to be able to: - Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying that people can be 'good without God', and exist without a designer). - Make clear connections between Christian and Humanist ideas about being good and how people live. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. - Raise important questions and suggest answers about how and why people should be good. - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
	Visits/visitors	Clergy to visit the class. Email to a scientist.		
	Vocabulary	Bible, church, Christians, create, creation, creative, creator, forbidden , forgiveness, God, parable , maker , sin , stewards , The Fall .	Baptism, Bible, Christians, church, covenant , faith, God, Gospel , Holy Spirit, Messiah , New Testament, Old Testament , praise, pray, prophet , spiritual, Trinity, worship.	Agnostic , atheist , Bad, Bible, Christians, code for living , empathy ethical , fairness, freedom, God, good, honesty, Humanists , kindness, moral code , neighbour, peace, truth, values.
Weekly learning objectives specific to St. Michael's (progression of skills), key questions		To identify genre and classify texts into genres. To understand why the creation story is important in the 'big story' of the Bible. Why is the Creation story important in the 'big story' of the Bible? What genre could the Creation story be categorised as and why?	To understand what the people wanted in a saviour and create a 'Wanted' poster. What is the story at the end of the Old Testament? What is the story at the beginning of the New Testament? Was Jesus the hoped-for saviour? Was Jesus the Messiah?	To explore and understand what is meant by 'good' and 'bad' and what explanations some Christians give for why humans are good and bad. Why do people do good things and bad things? What do Christians and Humanists think about why people are good and bad?
		To understand that there are different ways of interpreting Genesis 1. What clues are there to suggest that 'The Message' text is a poem? What are the different views on interpreting Genesis 1? How do Christians interpret Genesis 1?	To understand the evidence that led people to believe that Jesus was the Messiah. Was Jesus the Messiah? What led Christians to believe that Jesus was the Messiah?	To find out about Humanism and make comparisons with Christianity. What is Humanism and what do Humanists believe? How is Humanism similar to and different from Christianity?

St. Michael's Religious Education Overview 2022

		To understand that there are different ways of interpreting Christian texts such as Genesis 1. What clues are there to suggest that 'The Message' text is a poem? What are the different views on interpreting Genesis 1? How do Christians interpret Genesis 1?	To consider the evidence that Jesus was the Messiah and write a newspaper report to show Jesus' arrival, as the Messiah. What did it feel like to be Mary and Joseph? What evidence is there to suggest that Jesus was the Messiah?	To look at Humanist ideas about rules for living and how these might be helpful, or why it might be difficult to follow them. What do Humanists believe about moral codes for living? How might moral codes for living be helpful, or difficult to follow?
		To recall how Christians celebrate God as creator. To understand there are many Christians who are scientists. How do Christians celebrate God as creator? What are the connections between Genesis 1 and Christian belief about God the Creator? Why and how do Christians find science and faith go together?	To investigate Christian advertising campaigns and assess their effectiveness. What are Christians celebrating at Christmas? How can advertising campaigns help to put across the true meaning of Christmas and how effective are they?	To understand the importance of following a moral code and how people do this in everyday life. What are Christian codes for living? What do we mean by moral concepts? How does Jesus expect his followers to behave?
		To find out and understand why Christians find science and faith go together. How have Anglican and Roman Catholic Churches accepted evolution? Why and how do Christians who are scientists find science and faith go together?	To understand how some Christians bring peace, good news, and show Jesus' love to others at Christmas, and produce a poster to advertise a Christian act of goodwill at Christmas. How do Christians bring peace, good news, and show Jesus' love to others at Christmas?	To think about what is 'valuable' and decide whether some things are more valuable than others and why. What are 'valuable things'? Are some things more valuable than others and why? Can some values clash? Can doing the right thing sometimes be difficult?
		To reflect on the wonders of the world, and understand what Christians believe about the relationship between science and Christianity. How might reflecting on the wonders of the Earth help us to treat it with more respect? How might reading Genesis 1 inspire Christians to care for the Earth and to worship God? What do Christians believe about the relationship between science and Christianity?	To understand how Christians and non-Christians celebrate Christmas. To understand how some Christians bring peace, good news, and show Jesus' love to others at Christmas. How do Christians and non-Christians celebrate Christmas? How do some Christians bring peace, good news, and show Jesus' love to others at Christmas?	To consolidate what I have learned about the similarities and differences between Christianity and Humanism. What are the similarities between Humanism and Christianity? How are the values studied from Christianity and Humanism important in our own lives and in the world today?
		To consider the key question, 'Creation and Science: Conflicting or Complementary', looking at the evidence from our learning. How does science explore the idea of how the universe and life exist, and religion explores why? How are science and religion important for helping to answer different questions? Creation and Science: conflicting or Complementary?	To understand why Christians believed the world needed a saviour and look at this idea in a modern context. Was Jesus the Messiah? Why do Christians believe the world needed a saviour? If God sent a messenger in the twenty-first century, what would the messenger say?	

St. Michael's Religious Education Overview 2022

Class	Oak	Spring 2	Summer 1	Summer 2
Unit and key question		SALVATION What difference does the resurrection make to Christians? UC2B.7	PEOPLE OF GOD How can following God bring freedom and justice? UC2B.3	JUDAISM What are the deeper meanings of religious festivals? BS L2.11 How does faith enable resilience? BS U2.12 L2.6: How do festivals and family life show what matters to Jewish People?

St. Michael's Religious Education Overview 2022

Objectives		<u>Making sense of the Text</u> To recall the Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief. To share the key piece of evidence, a series of witness statements in Luke's Gospel. To watch a short film to see some Christians' views on the evidence for the resurrection To write a detective's report encompassing all the evidence found from the witness statements (lesson 1), films and other evidence uncovered. <u>Understanding the Impact</u> To undertake an 'enquiring into religious practice' strategy. (Resource sheet 1) To Search for any evidence for beliefs about the death and resurrection of Jesus in songs and hymns. <u>Making Connections</u> To comment on and debate ideas about the resurrection using famous quotes.	<u>Making sense of the Text</u> To look at Exodus 1:8-14 and Exodus 1:22 and find out what life must have been like for a Hebrew slave in Egypt. To learn the eight events from Moses' life. To understand that Moses and the children of Israel were part of the People of God. To debate in a conscience alley activity. To consolidate knowledge of the story of the events in Moses' life. To help identify some main themes in the story of Moses' life. To discuss the key question from the story of the Exodus: how far does following God bring freedom and justice? To understand that many Christians see the story of the Exodus as looking forward to salvation, being freed from slavery to sin through Jesus. <u>Understanding the Impact</u> To understand how Jesus brought us a new relationship with God. To understand the significance of the Ten Commandments, today. To understand how the Ten Commandments help to bring freedom and Justice. <u>Making Connections</u> To understand why the Ten Commandments must have been written. To understand the relevance of the Ten Commandments today. To work out which of the Commandments would be hardest for a Christian to keep. To understand how the story of the Exodus has inspired people for centuries. To understand how following God can bring freedom and justice. To understand the importance of freedom and justice to people in general.	<u>Making sense of the Text</u> L2.6: To identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. To make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. To offer informed suggestions about the meaning of the Exodus story for Jews today. L2.11: To identify and describe how festivals from at least three religions are celebrated, using the right words. To explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show. To consider questions about the belief that God is at work in human life, and stories which show this should be celebrated. U2.12: To describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. To identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. <u>Understanding the Impact</u> L2.6: To make simple links between Jewish beliefs about God and his people and how Jews live (e.g., through celebrating forgiveness, salvation and freedom at festivals). To describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. L2.11: To make simple connections between sacred texts and the practice of religious festivals today. To describe how people show devotion to God and commitment to key values in their festivals. To identify similarities, differences and generalities in relation to the festivals they study. U2.12: To make clear connections between what people believe about God and how they respond to challenges in life (e.g., suffering, bereavement). To give examples of ways in which beliefs about resurrection/judgement/ heaven/karma/ reincarnation make a difference to how someone lives.

St. Michael's Religious Education Overview 2022

				<u>Making Connections</u> L2.6: To raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. To make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. L2.11: To raise questions about what is worth celebrating and why, suggesting answers of their own with reasons. To make links between different religions, which all celebrate the triumph of goodness over evil. U2.12: To interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these. To offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.
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St. Michael's Religious Education Overview 2022

Whole unit	Learning outcomes	By the end of this unit, pupils are expected to be able to: - Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. - Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. - Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. - Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. - Show how Christians put their beliefs into practice in different ways. - Explain why some people find belief in the Resurrection makes sense and inspires them. - Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.	By the end of this unit, pupils are expected to be able to: - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	By the end of this unit, pupils are expected to be able to: - Make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. - Link the meaning of the Exodus story to the lives of Jews today. - Describe how Jewish festivals are celebrated through examples of texts and stories. - Consider questions about the belief that God is at work in human life. - Describe ways in which religions guide people in how to respond to good and hard times in life. - Identify beliefs about life after death and make comparisons.
	Visits/visitors	Easter Journey-Knebworth Church Email to local clergy	Salvation Army Officer visit.	Visit to the Welwyn Garden City Synagogue.
	Vocabulary	Bible, Christ, cathedral, Christians, church, <i>Communion</i> , death, disciples, <i>Diocese</i> , Easter, Easter Sunday, faith, God, Good Friday, Jerusalem, Jesus, Lent, Palm Sunday <i>Resurrection</i> .	Bible, church, Christians, <i>covenant</i> , faith, God, <i>New Testament</i> , <i>Old Testament</i> , People of God, praise, pray, <i>promise</i> , <i>salvation</i> , <i>saviour</i> , <i>sin</i> , <i>spiritual</i> , <i>trust</i> , values, worship.	Exodus, slave/slavery, Passover, Pesach, Seder Meal, suffering, freedom, festival, <i>Six aspects of festivals</i> , <i>secular</i> , <i>The Story of Job</i> , <i>resilience</i> , <i>life after death</i> , Humanism.

St. Michael's Religious Education Overview 2022

Weekly learning objectives specific to St. Michael's (progression of skills), key questions		To recall the Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief. To share the key piece of evidence, a series of witness statements in Luke's Gospel. LO: To understand the importance to Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation), died and was resurrected. Why do Christians think Jesus was resurrected? Which questions do the passages raise?	To look at Exodus 1:8-14 and Exodus 1:22 and find out what life must have been like for a Hebrew slave in Egypt. To learn the first four of eight events from Moses' life. LO: To learn about the main events in Moses' life and think about how these made him feel. What was life like for a Hebrew slave in Egypt? What were the first four events in Moses' life? How did Moses feel about going back to Egypt and why? How did Moses feel about other events in his life?	To recap the story of the Exodus of the Jews from Egyptian slavery and link this to the Jewish festival of Pesach. To write in role as Moses or a Jewish slave experiencing the events of the Exodus. LO: To recap the main events of the exodus of the Jews from Egyptian slavery and write in role as Moses or a Jewish slave. What were the main events of the Exodus of the Jews from Egyptian slavery? How might it have felt to be a slave, or Moses, at that time? How does this story link to the Jewish festival of Pesach, also known as Passover? Which of the six aspects of festivals have we looked at today?
		To watch a short film to see some Christians' views on the evidence for the resurrection To write a detective's report encompassing all the evidence found from the witness statements (lesson 1), films and other evidence uncovered. LO: To Understand why Christians believe in the resurrection. Why do Christians believe in the resurrection? What evidence is there to support the idea of the resurrection?	To understand that Moses and the children of Israel were part of the People of God. To continue learning the eight events in Moses' life. To debate in a conscience alley activity. LO: To debate what Moses and Pharaoh's actions should be in a conscience alley activity. How are Moses and the children of Israel linked to God and Abraham? What are the events in Moses' life?	To understand how religious festivals are related to key figures, events and stories, and how these are celebrated within families & religious communities. To understand the function of objects, places, people within religious practices and lifestyles. LO: To understand the significance of the Seder Meal to Jews today, and create an illustration of the Seder plate, explaining the importance of each item. How do Jews celebrate Pesach/ Passover? What is the Seder meal? What is the significance of each of the items in the Seder meal? How do these items relate to suffering and freedom? Why is the religious festival of Pesach important to Jews today? Which of the six aspects of festivals have we looked at today?
		To undertake an 'enquiring into religious practice' strategy. (Resource sheet 1) LO: To understand why Easter Sunday is seen by Christians as a day of hope. Why is Easter Sunday seen by Christians as a day of hope? What are the changes in emotions for Christians between Good Friday and Easter Sunday? Would it matter if the resurrection hadn't happened?	To continue learning the eight events in Moses' life. To consolidate knowledge of the story of the events in Moses' life. LO: To understand and recall the main events in Moses' life. What are the events in Moses' life?	To connect the idea of the six aspects of festivals to our own lives. To look at similarities and differences between religious and festivals, including secular. LO: To analyse and make comparisons between the religious festivals of Pesach, Easter and one secular festival celebrated in Britain today. What is the significance of festivals (religious or non-religious) in Britain today? How do they differ or are similar to the festival of Pesach? How do they relate to the six aspects of festivals?

St. Michael's Religious Education Overview 2022

		To Search for any evidence for beliefs about the death and resurrection of Jesus in songs and hymns. LO: To understand the importance of hymns, or songs, to Christians, and how these can provide comfort at difficult times. What evidence is there for beliefs about the death and resurrection of Jesus in songs and hymns? Why are Hymns and songs important in providing comfort to Christians, at difficult times?	To help identify some main themes in the story of Moses' life. To discuss the key question from the story of the Exodus: how far does following God bring freedom and justice? To understand that many Christians see the story of the Exodus as looking forward to salvation, being freed from slavery to sin through Jesus. LO: To understand the belief of Christians that following God brings freedom and justice. What are the main themes in the story of Moses' life? Which theme is most central to the life of Moses and why? What difference does it make that God rescued the people first and made the covenant with them after, rather than asking them to obey the commands first? How far does following God bring freedom and justice?	To express understanding and meaning of religious festivals, for believers, and secular festivals for non-believers through art. LO: To analyse and make comparisons between the religious festivals of Pesach, Easter and one secular festival celebrated in Britain today, through art and creativity. What is the significance of festivals (religious or non-secular) in Britain today? How do they differ or are similar to the festival of Pesach? How do they relate to the six aspects of festivals? How can we express these ideas artistically and creatively?
		LO: To comment on and debate ideas about the resurrection, using famous quotes. What different beliefs do people have about the resurrection?	To understand why the Ten Commandments must have been written. To understand the relevance of the Ten Commandments today. To work out which of the Commandments would be hardest for a Christian to keep. LO: To understand why the Ten Commandments were written and their importance in the world today. Why were the Ten Commandments written? Which of the Commandments do you think would be the most difficult for a Christian to keep? Why and to what extent are the Ten Commandments still relevant today?	To understand how suffering can make people stronger and more loving. To understand how religions can help people live, even when times are tough. LO: To understand how suffering can make people stronger, and how religions can help people live, even through difficult times, looking at The Story of Job. What is The Story of Job, and what is its meaning? Can any good ever be said to come of suffering? Does suffering make some people stronger or more loving? How can religions help people to live, even when times are tough? How do they do this?
		To revisit understanding and significance of The Stations of the Cross. What is the significance of the Stations of the Cross?	To understand how Jesus brought us a new relationship with God. To understand the significance of the Ten Commandments, today. To understand how the Ten Commandments help to bring freedom and Justice. To understand how the Ten Commandments help to bring freedom and justice and write an article to persuade Christians in the UK to support the work of the Christian charity, Toybox. Why and to what extent are the Ten Commandments still relevant today? How do the Ten Commandments help to bring freedom and justice?	To consider the concept of life after death from Christian, Judaic and Humanist teachings. To consider how these beliefs can bring comfort to people as they face suffering. To consider ideas about life after death from Christian, Judaic and Humanist teachings. What is meant by life after death? How can belief in life after death bring comfort to people who are suffering. Does everyone believe in life after death?

St. Michael's Religious Education Overview 2022

			To understand how the story of the Exodus has inspired people for centuries. To understand how following God can bring freedom and justice. To understand the importance of freedom and justice to people in general. To understand the importance of the desire for freedom and justice in the world today. What lessons could there be from the story of the Exodus for all people about resisting injustice and tyranny? How can following God Bring freedom and justice? How do we know that freedom and justice are important in the world today? How can we follow simple rules to bring freedom and justice?	To understand the importance of Jewish religious beliefs, ways of living and practices to the lives of Jewish people. To deepen understanding of the importance of Jewish festivals. To understand how Jewish faith can build resilience. What are the religious beliefs, ways of living and practices of Jewish people? What is the significance of Jewish festivals? How can Jewish Faith build resilience?
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