



## **Religious Education (RE)**

### **Vision**

At South Farnborough Junior School, our motto is: Embracing our values today... to be a successful part of the world tomorrow!

Our aim for RE is for children to develop and support community spirit, a common ethos and shared values. To reflect upon values which are broadly of a Christian nature whilst developing an awareness of other's beliefs and cultures. To develop spiritual awareness and provide space and time to pause for reflection. Overall, we aim to develop each child's moral values, developing them towards being a successful citizen in the future, enabling them to be more inclusive with others.

### **Implementation**

Our RE curriculum teaches the children about Christianity as well as two other religions: Hinduism and Judaism. We aim to teach RE through concepts.

There is a concept per half term, which is a name for, or a way of referring to, a theme within each unit. There are three types of concept:

- A- Concepts common to all people: remembering, specialness, celebration, rights, duty etc.
- B- Concepts shared by many religions: God, worship, symbolism, stewardship etc.
- C- Concepts distinctive to a particular religions or non-religious traditions: Dukka, Trinity, Redemption, Moksha, Torah etc.

These are our learning threads.

We teach RE through a cycle of enquiry involving 5 key steps: Communicate, apply, enquire, contextualise and evaluate. These are then organised into the concepts:

- The concept is introduced and the children apply it to their own lives
- The children investigate in an intellectual, but open-minded way and enquire about the concept from a religious point of view
- The children evaluate the importance of the concept and then consider, "Could this matter to me?"

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:



Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to make the most of learning time?</i>	Values/SMSC- <i>Embedding personal development learning within our curriculum to achieve our school vision.</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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Unit Overview			
Year 3	Year 4	Year 5	Year 6
<p><b>Belonging -A</b> They will be able to describe in simple terms what it means to 'belong'.</p> <p><b>Angels- B</b> Describe in simple terms your own responses to angels.</p> <p><b>Good &amp; Evil- A</b> In this concept the children are beginning to describe the concepts of good and evil. They also begin to describe ways in which Hindus remember good and evil in the story and celebrations of Holi.</p> <p><b>Ritual A/B</b> Here children will look at the meaning of the concept of ritual They will describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus</p> <p><b>Protection- A</b></p>	<p><b>Candlelight as a symbol- B</b> Children will learn more about the Hindu faith here. They will describe how candle light can be a symbol and what symbol means. They will also look at how candles are used in the Hindu celebration Divali.</p> <p><b>Holy- B</b> Here children will discuss and describe the concept of holy. They will look at why Christians show that they believe Mary is holy.</p> <p><b>Devotion- B</b> Here children will describe their own and others ideas about the concept of devotion. They will look how devotion is contextualised in the Hindu religion and how important it is for Hindus to show their devotion in worship.</p> <p><b>Changing emotions- A</b></p>	<p><b>Belonging- A</b> Children will explore this concept further than when they met it in year 3. They will begin to explain their response to the idea of belonging and how it relates to their own lives. They will also look at how important Belonging is to the Jewish faith.</p> <p><b>Prophecy- B</b> Here children will explain the meaning of prophecy and think about how some Christians see the idea of prophecy in the Christmas story of the Magi and how they find this important to remember at Christmas.</p> <p><b>Freedom- A</b> Here children explore their own responses and feelings to the concept of freedom. They link this with another religion and look at how freedom is expressed in Judaism.</p>	<p><b>Ritual- B</b> Children will explain the concept of ritual and look at those practised during Sukkot by Jewish people. They will also evaluate the significance of ritual by explaining the value of the Sukkot rituals for Jewish people .</p> <p><b>Interpretation- A</b> Children will describe the meaning of interpretation and the different interpretations of the two birth narratives in the Bible. They will then evaluate interpretation by describing its importance to Christians in relation to the birth narratives.</p> <p><b>Identify- A</b> Children will explore the meaning of identity and look at how Jews express the concept of identity at Purim. They will also look at the importance of identity to Jews.</p>

<p>Here children will express a personal response to the concept of protection and what it means.</p> <p>They will go on to describe how protection is expressed by Hindus in the festival of Raksha Bandhan and describe the value, for Hindus, of celebrating protection.</p> <p><b>Symbolism- A</b></p> <p>Here the children will explore the concept of tree as symbols. They will look at examples of when the tree symbol is used/is useful. They will also look at how the symbol of a tree is used in Christianity.</p>	<p>Here children will look at the idea of changing emotions and describe how the concept of changing emotions is contextualised within the events of Holy week and the ways in which Christians remember the events.</p> <p><b>Messages- A</b></p> <p>Children will look at and explore the concept of messages. They will look at what Christians believe Jesus' messages are and what value they mean to them.</p> <p><b>Symbols- A</b></p> <p>Here children will consider the meaning of symbol and describe how stones are used as symbols in religious practice and writings and how Christians value their symbolism .</p>	<p><b>Suffering- A</b></p> <p>Here children will look at the concept suffering. They will link this with the suffering experienced by Jesus in the Easter story. They will also evaluate the importance of the concept suffering by describing the value of Jesus' suffering at Easter to Christians.</p> <p><b>Creation- C</b></p> <p>Here children explore what stewardship is and explain how it is expressed within the Jewish world view. They will go on to explain the importance and relevance of stewardship to Jewish people and to themselves.</p> <p><b>Salvation- C</b></p> <p>Here children will look at the meaning of Trinity and what it means to Christians. They will look at its significance by showing its importance</p>	<p><b>Resurrection- C</b></p> <p>Children will explore the meaning of resurrection and look at the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians They will also evaluate the significance of resurrection by explaining its importance to Christians.</p> <p><b>Torah- C</b></p> <p>Children will look at the concept of authority and explore ways in which Jews show that the Torah has authority for them. They will go on to describe the value of the authority of the Torah for Jews.</p> <p><b>Leadership- A</b></p> <p>Children will discuss the concept of leadership and describe how it is contextualised within the life of Jesus They will describe their own responses to the concept of leadership and how it is applied in their own lives and the lives of others.</p>
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Year	Unit 1	
Year 3	<b><u>Belonging</u></b>	
	They will be able to describe in simple terms what it means to 'belong'.	
	<b>Why this?</b> -It enables children to think about and discuss what it feels like to belong to different communities/ clubs/families etc and now SFJS  <b>Why now?</b> - A good first unit for Year 3 children making the transition to junior school.	
	Substantive Knowledge	RE Skills
	1.Describe in simple terms concept of belonging. 2.Identify simple examples of how belonging can be applied in their own and others' lives through discussion and role play. 3.Can describe in simple terms what it means to belong to something. 4.Can simply describe how belonging is important to Christians 5.Describe in simple terms, the importance to believers and to themselves of belonging.	Step 1 Communicate: What does belonging mean to me? Step 2 Apply: On what occasions and in which situations is belonging significant? Step 3 Enquire: What does belonging mean? Thinking back over the last 2 lessons, what does belonging mean? Step 4 Contextualise: What does this concept mean for Christians? Step 4 Evaluate: What is the importance of belonging to Christians and to me?
	<b>Learning Journey Question for Assessment</b>	What does belonging mean? What does this concept mean for Christians?
Unit 2		
Year 3	<b><u>Angels</u></b>	
	Children will describe what they think angels are and what they mean to them.	
	<b>Why this?</b> -Children need to delve deeper into the concept of an Angel - When do angels appear? Who to? Why? What is their role?  <b>Why now?</b> - The children will have met this concept in KS1 and will revisit it now to see if their concept of Angels has changed.	



<b>Substantive Knowledge</b>		<b>RE Skills</b>
1.Describe in simple terms their own responses to angels. 2.Identify simple examples of how their responses to angels can be applied to their and others’ lives. 3.Describe in simple terms the meaning of angels. 4.Simplely describe how angels are used in the stories of the birth of Jesus. 5.Evaluate the importance of angels by describing their value to Christians.		Step 1 – Communicate : What do you think angels are? Where do you think angels come from? What do you think angels do? What do you think angels look like? Step 2 – Apply: When do you think about angels? Why? When do others think about angels? Would you like to see an angel? Why/why not? When? What would it do? What would it say? Do you think others might like to see angels? Why/why not? What difference would an angel make? Step 3 – Enquire: Can they sort them in any way? Where would you find images like these? Who would use them? What for? What do you notice about the angels? How do they look? Why do you think that? What are they doing? Are they all the same? What are the differences? Step 4 – Contextualise: When do angels appear? Who to? Why? What is their role? Step 5 – Evaluate: Why do you think there are angels in the story? What do you think a Christian thinks about when he or she thinks of angels? How effective were angels at communicating? Is their role important? Would it matter if angels did not appear in the story? Why/why not? How would the story be different? Step 6 – Second Communicate/Apply: Have your ideas of angels changed? How? Do you think God would choose the same method to talk to people today? Why/why not? What do you think an angel might be like today? Do you think we would recognise one? Do you think we would listen to what it says? What kind of thing might the angel say today?
<b>Learning Journey Question for Assessment</b>	Have your ideas of angels changed? What do you think an angel might be like today?	
<b>Unit 3</b>		
<u><b>Good and Evil</b></u>		
In this concept the children are beginning to describe the concepts of good and evil. They also begin to describe ways in which Hindus remember good and evil in the story and celebrations of Holi.		
<b>Why this?</b> Introduce the ways Hindus celebrate Holi and remember good overcoming evil.		



<b>Why now?</b> Introduces year 3 to a new religion- Hinduism.		
<b>Substantive Knowledge</b>		<b>RE Skills</b>
1.Begin to describe the concepts of good and evil 2. Begin to describe ways in which Hindus remember good and evil in the story and celebrations of Holi 3. Begin to describe the value of the ways in which good over evil is celebrated and identify an issue raised 4. Begin to describe their responses to the concepts of good and evil 5.Begin to describe incidents in their own and others’ lives where good comes out of evil		Step 1 – Enquire into the concepts of good and evil Step 2 – Contextualise the concepts in the story and celebrations of Holi Step 3 – Evaluate the importance of the concepts of good and evil in the stories and celebration. Step 4 – Communicate their own understanding and responses to good and evil Step 5 – Apply the concepts to different situations in their own and others’ lives
<b>Learning Journey Question for Assessment</b>	What do the words good and evil mean? Which are the good and evil characters in the story and celebrations of Holi -Prahlad?	
<b>Unit 4</b>		
<b><u>Ritual</u></b>		
Discussing everyday routines, link this with how Christians routinely remember Jesus disappearing from the tomb after his death.		
<b>Why this?</b> It looks at the Easter Story and helps children think about why Christians celebrate and have yearly rituals.		
<b>Why now?</b> It links to the Easter story at this time of year.		
<b>Substantive Knowledge</b>		<b>RE Skills</b>
1.Describe the meaning of the concept of ritual 2.Describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus 3.Evaluate the importance of the ritual by describing the value of the ritual to Christians and by identifying an issue raised 4.Describe their own responses to rituals in their own experience 5.Describe examples of how their response to rituals applies in different situations, in theirs and others’ lives.		Step 1 – Enquire: What are rituals? Step 2 – Contextualise: How do Christians use the Paschal Candle in a ritual? Step 3 – Evaluate: What is the value of the Paschal Candle ritual?



	<b>Learning Journey Question for Assessment</b>	What are rituals? How do Christians use the Paschal Candle in a ritual?
	<b>Unit 5</b>	
	<b><u>Protection</u></b>	
	Children will think about what protection means to them and when it happens in their lives. They will have the opportunity to look at the Hindu religion and how they express their ideas about protection. Through the story of Raksha Bandhan .	
	<b>Why this?</b> It develops further the children's understanding of the Hindu faith. This time it is a story, rather than a festival, about a Hindu God that has a Rakhi of protection.	
	<b>Why now?</b> The children have only looked at the Hindu faith once before in the year, so having looked at the Christian faith in the previous concept, this is a good time to look at the Hindu faith again.	
	<b>Substantive Knowledge</b>	<b>RE Skills</b>
	1.Express a personal response to the concept of protection. 2.Children will be able to describe how the concept can be applied in their own and others' lives. 3.Children will be able to describe what protection means. 4.Children will be able to describe how protection is expressed by Hindus in the festival of Raksha Bandhan. 5.Children will be able to describe the value, for Hindus, of celebrating protection.	Step 1 Communicate: what does protection mean to me? Step 2 Apply: how is protection significant in pupils' experience? Step 3 Enquire: what does protection mean? Step 4 Contextualise: how do different cultures and religions express their ideas about protection? Step 5 Evaluate: what is the value of the concept of protection to believers?
	<b>Learning Journey Question for Assessment</b>	What does protection mean? How do different cultures and religions express their ideas about protection?
	<b>Unit 6</b>	
	<b><u>Symbolism</u></b>	
	Children will explore the concept of tree as symbols. They will look at examples of when the tree <i>symbol</i> is used/is useful. They will also look at how the symbol of a tree is used in Christianity.	
	<b>Why this?</b>	



<p>People around the world have used trees as a symbol for thousands of years, both in their religious beliefs and in everyday stories. Investigating trees gives plenty of opportunity for cross curricular learning in geography, history, art, DT and literacy, as well as contributing to pupils' spiritual, moral, social and cultural development (SMSC) by helping children gain an understanding of different cultures and beliefs.</p> <p><b>Why now?</b></p> <p>A lovely concept to finish off the year when the trees are all out across the field and the children have looked at them across the seasons it also links with their science topic.</p>		
<b>Substantive Knowledge</b>		<b>RE Skills</b>
1.Begin to describe their own response to trees as symbols 2.Begin to describe examples of when the tree symbol is used/is useful 3.Begin to describe what the word symbol means 4.Begin to describe how the symbol of a tree is used in Christianity and Islam 5.Begin to describe the importance of the tree as a symbol to Christians.		Step 1 – Communicate: What could the tree be a symbol of? What does the tree represent for you? (eg: tree of life/power/strength/age/change/growth/cycles). Step 2 – Apply: Discussion about tree experience Step 3 – Enquire: What does the word symbol mean? Step 4 – Contextualise: Create their own tree of knowledge – large tree with leaves describing all the good things in the world and all the bad things. Step 5 – Evaluate: Do you think that the tree is a useful symbol for Christians? Step 6 – Contextualise: What was the tree a reminder/symbol of? Step 7 – Evaluate: Could anything else have been used as a symbol in this story?
<b>Learning Journey Question for Assessment</b>	Why is the tree an important symbol? How is the symbol of a tree used in Christianity?	





Year	Unit 1	
Year 4	<p align="center"><b><u>Candlelight as a symbol</u></b></p> <p align="center">Children will learn more about the Hindu faith here. They will describe how candle light can be a symbol and what symbol means. They will also look at how candles are used in the Hindu celebration Divali.</p>	
	<p><b>Why this?</b></p> <p>To learn about the Hindu festival of light – Divali.</p> <p><b>Why now?</b></p> <p>This is developing further their knowledge and understanding of the Hindu faith following on from year 3 and links nicely with the Christian faith and the Advent Candle at this time of year.</p>	
	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>•describe their response to candlelight</li> <li>•Describe examples of responses to candlelight in different situations</li> <li>•describe how candlelight can be a symbol and what symbol means</li> <li>•describe how candles are used at Divali</li> <li>•evaluate the use of candlelight as a symbol by describing, its value to Hindus and to myself</li> </ul>	<p><b>RE Skills</b></p> <p>Step 1 – Communicate own responses to candlelight Step 2 – Apply the concept to situation in pupils' experience Step 3 – Enquire into the concept of symbol (candlelight) Step 4 – Contextualise {DIVALI FOR 2019- 27TH OCTOBER} Step 5(b) – Evaluate the concept (continued)</p>
	<p><b>Learning Journey Question for Assessment</b></p>	<p>What does the candle flame make people think about? What does it mean? What does it symbolise? How are candles used in the story of Divali?</p>
	Unit 2	
	<p align="center"><b><u>Holy</u></b></p> <p align="center">Here children will discuss and describe the concept of holy. They will look at why Christians show that they believe Mary is holy</p>	



<p><b>Why this?</b></p> <p>It provides an opportunity to be reflective about their own beliefs, religious or otherwise.</p> <p>It allows them to look at Mary from the Christian point of view.</p> <p><b>Why now?</b></p> <p>They have met Mary in KS1 and with the Christmas story at this time of year, it allows them to look more closely at Mary, the mother of Jesus. Also follows on from year 3 Rituals at Easter time, where they looked at the Paschal candle.</p>	
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>•describe the concept of holy</li> <li>•describe how Christians show that they believe Mary is holy</li> <li>•evaluate the concept of holy by describing the value of Mary's holiness to believers</li> <li>•describe their own response to the concept of holy</li> <li>•describe examples of how their ideas about holiness affect their lives.</li> </ul>	<p><b>RE Skills</b></p> <p>Step 1 – Enquire: What does holy mean?</p> <p>Step 2 – Contextualise: How do Christians show that they believe Mary is holy?</p> <p>Step 3 – Evaluate: What is our opinion about Christians showing reverence to Holy Mary?</p> <p>Step 4 – Communicate: What do we think of the concept of holy in our experience?</p> <p>Step 5 – Apply: How does the sense of holy (special) impact on their lives?</p>
<p><b>Learning Journey Question for Assessment</b></p>	<p>What does holy mean?</p> <p>How do Christians show that they believe Mary is holy?</p>
<p><b>Unit 3</b></p> <p><b><u>Devotion</u></b></p> <p>Here children will describe their own and others ideas about the concept of devotion.</p> <p>They will look how devotion is contextualised in the Hindu religion and how important it is for Hindus to show their devotion in worship.</p>	
<p><b>Why this?</b></p> <p>Mahashivratri is also known as the Great Night of Shiva - this night is dedicated to Lord Shiva. It is a Hindu festival at this time of year and allows them to learn more about the Hindu faith.</p> <p><b>Why now?</b></p> <p>Expanding further on their knowledge of the Hindu faith, looking at another important celebration.</p>	



Substantive Knowledge		RE Skills
<ul style="list-style-type: none"><li>•describe their own and others ideas about the concept of devotion</li><li>•describe how devotion is contextualised in the Hindu religion</li><li>•describe how important it is for Hindus to show their devotion in worship</li><li>•describe their own response to devotion</li><li>•describe examples of how devotion can be applied to their own lives and others</li></ul>		Step 1 – Enquire into the concept of devotion Step 2 – Contextualise within the concept of Hindu worship Step 3 – Evaluate how important it is for Hindus to show their devotion in worship Step 4 – Communicate their own understanding of the concept of devotion Step 5 – Apply the concept to their own and others’ lives
Learning Journey Question for Assessment	What does devoted mean? Why is worship important to Hindus?	
Unit 4		
<u>Changing emotions</u>  Here children will look at the idea of changing emotions and describe how the concept of changing emotions is contextualised within the events of Holy week and the ways in which Christians remember the events.		
<b>Why this?</b>  It lets them consider and discuss changing emotions contextualised within the events of Holy week and the ways in which Christians remember the events. It also allows them to think how changing emotions can be applied in their own lives and the lives of others.  <b>Why now?</b>  It links in with the time of year in the catholic church, the important occasion of Easter, that they are all familiar with and also with PDL.		
Substantive Knowledge		RE Skills
<ul style="list-style-type: none"><li>•describe the concept of changing emotions</li><li>•describe how the concept of changing emotions is contextualised within the events of Holy week and the ways in which Christians remember the events</li><li>•describe the value of remembering the changing emotions in</li></ul>		Step 1 Enquire: describe the concept of changing emotions Step 2 Contextualise: describe how the concept of changing emotions is contextualised within the events of Holy week and the ways in which Christians remember the events



	the story to Christians; describe the value of the concept for themselves		Step 3 Evaluate: describe the value of remembering the changing emotions in the story to Christians; describe the value of the concept to themselves	
	•describe their own responses to the idea of changing emotions		Step 4 Communicate: describe their own responses to the idea of changing emotions	
	•describe examples of how their responses to changing emotions can be applied in their own lives and the lives of others.		Step 5 Apply: describe examples of how their responses to changing emotions can be applied in their own lives and the lives of others.	
	Learning Journey Question for Assessment		What are emotions? How do they affect us? How do they change? How did the emotions felt affect the way people in the Easter story behaved?	
	Unit 5			
	Messages			
	Children will look at and explore the concept of messages. They will look at what Christians believe Jesus’ messages are and what value they mean to them.			
Why this?				
To give the children an opportunity to look at Jesus’ parables and explore the meaning and message each one of them is giving.				
Why now?				
It follows on nicely from the Easter Story and looks closer at Jesus and his teachings /messages.				
Substantive Knowledge		RE Skills		
•explain the concept of messages		Step 1 – Enquire into the concept of messages.		
•explain what Christians believe Jesus’ messages are		Step 2 – Contextualise within Christian practice/belief [3 Lessons]		
•explain the value of Jesus’ messages to Christians and identify and describe some issues raised		Step 3 – Evaluate		
•express a personal response to messages in their own experience		Step 4 – Communicate		
•explain examples of how messages are significant in their own and others’ lives and in different situations.-To justify when to use a loop and when not to		Step 5 – Apply their responses to different situations and different people.		
-To explain the importance of instructions, order in a loop				
-To recognise that not all tools enable more than one process t be run at once				
Learning Journey Question for Assessment		What is a message? Why are they important? Why do we need them?		



	Do they think these messages are important for Christians? How and why/why not? Would it matter if Jesus had not had a clear message?	
	<b>Unit 6</b>	
	<b><u>Symbols</u></b>	
	Here children will consider the meaning of symbol and describe how stones are used as symbols in religious practice and writings and how Christians value their symbolism .	
	<p><b>Why this?</b></p> <p>It is an opportunity for the children to enquire into the significance of <i>stones as symbols</i> in Christianity. Such as why grave stones are used etc. Within the Bible there are a number of references to the use of <i>rock</i> as a metaphor, often in terms of that which resembles firmness, a defence, a support or a refuge.</p> <p><b>Why now?</b></p> <p>In year 3 the children looked at trees as a symbol in Christianity and this builds upon this experience and their prior knowledge and understanding.</p>	
	<b>Substantive Knowledge</b>	<b>RE Skills</b>
	<ul style="list-style-type: none"> <li>•Describe the meaning of symbol.</li> <li>•Describe how stones are used as symbols in religious practice and writings.</li> <li>•Evaluate stones as symbols by describing the value of their symbolism to Christians, Muslims or Buddhists.</li> <li>•Describe their own responses to stones as symbols.</li> <li>•Describe how their responses to stones as symbols can be applied to their own and others' lives</li> </ul>	<p>Step 1. ENQUIRE: describe the meaning of symbol</p> <p>Step 2. CONTEXTUALISE: describe how stones are used as symbols in religious practice and writings</p> <p>Step 3. EVALUATE: evaluate stones as symbols by describing the value of their symbolism to Christians, Muslims or Buddhists</p> <p>Step 4. COMMUNICATE: describe their own responses to stones as symbols</p> <p>Step 5. APPLY: describe examples of how their responses to stones as symbols can be applied to their own and others' lives.</p>
	<b>Learning Journey Question for Assessment</b>	<p>What is a symbol?</p> <p>How are stones used as symbols in religion?</p> <p>What is the value of stones as symbols to religious believers?</p>



Year	Unit 1	
Year 5	<p align="center"><b><u>Belonging</u></b></p> <p>Children will explore this concept further than when they met it in year 3. They will begin to explain their response to the idea of belonging and how it relates to their own lives. They will also look at how important Belonging is to the Jewish faith.</p>	
	<p><b>Why this?</b></p> <p>It gives the children a sense of belonging to a wider range of groups that they may not realise sometimes. They are introduced to their second religion and look at how important belonging is to the Jewish faith. They do this through looking at the celebration of Shabbat.</p> <p><b>Why now?</b></p> <p>This follows on from when they first met belonging in Year 3. It develops the idea further.</p>	
	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can begin to explain responses to belonging</li> <li>• Begin to explain their response to the idea of belonging and how it relates to their own lives.</li> <li>• Beginning to explain the concept of belonging</li> <li>• Beginning to explain how Jewish people show that they belong to the Jewish faith</li> <li>• Beginning to explain about the importance of belonging to Jewish people, and identify an issue raised.</li> </ul>	<p><b>RE Skills</b></p> <p>Step 1 – Communicate: What does belonging mean to you?</p> <p>Step 2 – Apply: How does belonging affect my life?</p> <p>Step 3 – Enquire: What does belonging mean?</p> <p>Step 4 – Contextualise: How do Jews show that they belong?</p> <p>Step 5 – Evaluate: Is it important for Jews to feel that they belong?</p>
	<p><b>Learning Journey Question for Assessment</b></p>	<p>What does belonging mean to you?</p> <p>How do Jews show that they belong?</p>
	Unit 2	
	<p align="center"><b><u>Prophecy</u></b></p> <p>Here children will explain the meaning of prophecy and think about how some Christians see the idea of prophecy in the Christmas story of the Magi and how they find this important to remember at Christmas.</p>	



	<b>Why this?</b>  Many theologians consider the gifts in the story of the Magi to be symbols of <i>prophecy</i> to indicate what the future held for baby Jesus.	
	<b>Why now?</b>  This is the Christmas term and it gives another view on the importance of remembering and celebrating every year for Christians.	
	<b>Substantive Knowledge</b>  <ul style="list-style-type: none"> <li>•describe the meaning of prophecy</li> <li>•describe how some Christians see the idea of prophecy in the Christmas story of the Magi</li> <li>•evaluate the concept prophecy by describing its importance to some Christians at Christmas and describing an issue raised</li> <li>•describe their own responses to the idea of prophecy</li> <li>•describe examples of how their responses to prophecy can affect their own and others' lives.</li> </ul>	<b>RE Skills</b>  Step 1 explain their own responses to the symbol of light Step 2 explain examples of how their responses to light as a symbol affect their own and others' lives Step 3 explain the meaning of symbol in relation to light Step 4 explain how light is used as a symbol at Advent Step 5 evaluate light as a symbol by explaining its importance to
	<b>Learning Journey Question for Assessment</b>	What does prophecy mean? How do Christians see the idea of prophecy in the Christmas story of the Magi? What is the importance, for Christians, of the gifts that prophesied Jesus' future? What issues are raised?
	<b>Unit 3</b>	
	<b><u>Freedom</u></b>  Here children explore their own responses and feelings to the concept of freedom. They link this with another religion and look at how freedom is expressed in Judaism.	
	<b>Why this?</b>  This Jewish festival is essentially a celebration of <i>freedom</i> . Jews remember the Exodus story of Moses leading the Israelites out of Egypt, seeing this as the emergence of the Jewish nation, under the guidance of God.	
	<b>Why now?</b>  This introduces them to the second Religion that they will meet, which is Judaism.	
	<b>Substantive Knowledge</b>	<b>RE Skills</b>



	<ul style="list-style-type: none"><li>•describe the concept suffering</li><li>•describe the suffering experienced by Jesus in the Easter story</li><li>•evaluate the importance of the concept suffering by describing the value of Jesus’ suffering at Easter to Christians and talking about an issue raised</li><li>•describe their own responses to suffering</li><li>•identify examples of how their responses to suffering relate to their own lives and the lives of others.</li></ul>		Step 1 – Communicate: What does freedom mean to us? Step 2 – Apply: When might we celebrate our freedom? Step 3 – Enquire: What does the concept of freedom mean? Step 4 – Contextualise: How is freedom expressed in Judaism? Step 5 – Evaluate: Is it important for Jewish people to celebrate freedom?
	Learning Journey Question for Assessment	What does freedom mean to us? When might we celebrate our freedom? What does the concept of freedom mean? How is freedom expressed in Judaism?	
	Unit 4		
	<u>Suffering</u>		
	Here children will look at the concept suffering. They will link this with the suffering experienced by Jesus in the Easter story. They will also evaluate the importance of the concept suffering by describing the value of Jesus’ suffering at Easter to Christians.		
<b>Why this?</b>  Easter is the most important festival in the Christian calendar. It celebrates the resurrection from the dead of Jesus, three days after he was executed. The Easter story is at the heart of Christianity.  <b>Why now?</b>  This appropriately challenges a new concept and avoids a needless repetition of the traditional Easter story.			
Substantive Knowledge		RE Skills	
<ul style="list-style-type: none"><li>•describe the concept suffering</li><li>•describe the suffering experienced by Jesus in the Easter story</li><li>•evaluate the importance of the concept suffering by describing the value of Jesus’ suffering at Easter to Christians and talking about an issue raised</li><li>•describe their own responses to suffering</li><li>•identify examples of how their responses to suffering relate to their own lives and the lives of others.</li></ul>		Step 1 - Enquire into the concept of changing emotions Step 2 - Contextualise changing emotions in some of the events of Holy week Step 3 - Evaluate the significance of changing emotions Step 4 - Communicate their own understanding and responses to changing emotions Step 5 - Apply the concept to different situations in their own and others’ lives	





	<b>Learning Journey Question for Assessment</b>	What does suffering mean? How is suffering reflected in the Easter story? Is the suffering of Jesus in the Easter story important to Christians?
	<b>Unit 5</b>	
	<b><u>Creation</u></b>	
	Here children explore what stewardship is and explain how it is expressed within the Jewish world view. They will go on to explain the importance and relevance of stewardship to Jewish people and to themselves.	
	<b>Why this?</b> It links in well with PDL etc and is another view on Creation. I.e we need to look after not just our own things, but other people's and our world in general.	
	<b>Why now?</b> It gives the children an opportunity towards the end of year 5 to think about what will happen if they don't look after our world. .	
	<b>Substantive Knowledge</b>	<b>RE Skills</b>
	<ul style="list-style-type: none"> <li>•describe/explain what stewardship is</li> <li>•describe/explain how stewardship is expressed within the Jewish world view</li> <li>-evaluate by describing/explaining the importance and relevance of stewardship to Jewish people and to themselves</li> <li>•describe/express a personal response to the concept of stewardship</li> <li>•describe/explain how the concept can be applied in their own and others' lives.</li> </ul>	Step 1 – Communicate: Have you ever looked after something precious? How would you treat it? Step 2 – Apply: Is it always good to look after other people's things? How do you feel about it? Step 3 – Enquire: Talk about native American Indians-Chief Seattle's speech: "How can you buy or sell the sky, the warmth of the land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them from us?" Step 4 – Contextualise: What is the message? Step 5 – Evaluate: What will happen if we don't look after our world? Is it important?
	<b>Learning Journey Question for Assessment</b>	Have you ever looked after something precious? How would you treat it? Is it always good to look after other people's things? What will happen if we don't look after our world?
	<b>Unit 6</b>	
	<b><u>Salvation</u></b>	
	Here children will look at the meaning of Trinity and what it means to Christians. They will look at its significance by showing its importance	



	<b>Why this?</b>  To explain to the children that for Christians the Trinity is a very important concept to explain what they believe about God. It expresses the idea that God is one but is shown in three ways: God the Father, God the Son and God the Holy Spirit.	
	<b>Why now?</b>  Having looked at the Jewish faith it is a good time to introduce another Christian concept.	
	<b>Substantive Knowledge</b>  -Explain the meaning of Trinity -explain the meaning of Trinity for Christians -explain the significance of the Trinity by showing its importance to Christians and identifying some issues raised -explain their own responses to the concept of Trinity -explain how responses to the idea of Trinity affect the way people live.	<b>Computing Skills</b>  Step 1 – Enquire: What is the Trinity? (3 in 1) Step 2 – Contextualise: What do Christians think the Trinity means? Step 3 – Evaluate: Why is the Trinity important to Christians? Is it important for you? Step 4 – Communicate: What are our ideas about the Trinity? Step 5 – Apply: How does the idea of the Trinity affect us?
	<b>Learning Journey Question for Assessment</b>	What is the Trinity? What do Christians think the Trinity means? Why is the Trinity important to Christians? Is it important to you?



Year	Unit 1	
Year 6	<b><u>Ritual</u></b>	
	Children will explain the concept of ritual and look at those practised during Sukkot by Jewish people. They will also evaluate the significance of ritual by explaining the value of the Sukkot rituals for Jewish people.	
	<b>Why this?</b> It gives the children an opportunity to discuss and consider how do rituals affect their lives and others' lives?	
	<b>Why now?</b> They finished in year 5 by looking at the Christian faith and this is a good time to return to the other religion of Judaism.	
	<b>Substantive Knowledge</b>	<b>Computing Skills</b>
	<ul style="list-style-type: none"> <li>•explain the concept of ritual</li> <li>•explain the rituals practised during Sukkot by Jewish people</li> <li>•evaluate the significance of ritual by explain the value of the Sukkot rituals for Jewish people and by explain an issue raised</li> <li>•explain their own responses to rituals in their experience</li> <li>•explain examples of how their responses to rituals can be applied to their own and others' lives.</li> </ul>	Step 1 – Enquire: What does ritual mean? Step 2 – Contextualise: What rituals do Jewish people have during Sukkot? Step 3 – Evaluate: What is the value of the Sukkot rituals? Step 4 – Communicate: What is my response to rituals in my experience? Step 5 – Apply: How do responses to rituals affect my life and others' lives?
	<b>Learning Journey Question for Assessment</b>	What does ritual mean? What rituals do Jewish people have during Sukkot?
	<b>Unit 2</b>	
	<b><u>Interpretation</u></b>	
	Children will describe the meaning of interpretation and the different interpretations of the two birth narratives in the Bible.  They will then evaluate interpretation by describing its importance to Christians in relation to the birth narratives.	



<p><b>Why this?</b></p> <p>Introduces a different concept and avoids needless repetition of the traditional Christmas story.</p> <p><b>Why now?</b></p> <p>This is the Christmas term and children will be thinking about the Christmas story.</p>	
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>•explain the meaning of interpretation</li> <li>•explain the different interpretations of the birth narratives in the Bible</li> <li>•evaluate interpretation by explaining its importance to Christians in relation to the birth narratives and by describing an issue raised</li> <li>•explain their own responses to interpretation</li> <li>•explain examples of how their responses to interpretation affect their own and others' lives.</li> </ul>	<p><b>RE Skills</b></p> <p>Step 1 explain their own responses to the symbol of light</p> <p>Step 2 explain examples of how their responses to light as a symbol affect their own and others' lives</p> <p>Step 3 explain the meaning of symbol in relation to light</p> <p>Step 4 explain how light is used as a symbol at Advent</p> <p>Step 5 evaluate light as a symbol by explaining its importance to Christians at Advent and describing an issue raised.</p>
<p><b>Learning Journey Question for Assessment</b></p>	<p>What does interpretation mean?</p> <p>Why are there two interpretations of the birth of Jesus in the Bible?</p>
<p><b>Unit 3</b></p>	
<p><b><u>Identity</u></b></p> <p>Children will explore the meaning of identity and look at how Jews express the concept of identity at Purim. They will also look at the importance of identity to Jews.</p>	
<p><b>Why this?</b></p> <p>Purim is a Jewish holiday recounting the deliverance of the Jewish people from extermination plot by Haman the Agagite. It is an annual celebration and follows on nicely from Easter.</p> <p><b>Why now?</b></p> <p>This is another look into the beliefs and views of the Jewish faith. It shows how important this festival is to the Jewish faith.</p>	
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>•explain the meaning of identity</li> <li>•explain how Jews express the concept of identity at Purim</li> </ul>	<p><b>RE Skills</b></p> <p>Step 1 – Enquire: What does identity mean?</p> <p>Step 2 – Contextualise: Tell the story of Esther</p>



<ul style="list-style-type: none"><li>•explain the importance of identity to Jews</li><li>•explain their own responses to identity</li><li>•explain examples of how their identity affects theirs and others' lives.</li></ul>		Step 3 – Evaluate: What is the importance of Jewish identity to Jewish people? Step 4 – Communicate: What would they wear? What identity would they want to project? Step 5 – Apply: How does identity affect ours and others' lives?
Learning Journey Question for Assessment	What does identity mean? What is the importance of Jewish identity to Jewish people?	
Unit 4		
Resurrection		
Children will explore the meaning of resurrection and look at the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians They will also evaluate the significance of resurrection by explaining its importance to Christians.		
Why this?  It gives another view/ concept when looking at the traditional Easter story.  Why now?  As said before, this is the term just before Easter and it is traditional to talk about the story of Jesus.		
Substantive Knowledge		RE Skills
<ul style="list-style-type: none"><li>•what people mean by resurrection.</li><li>•Children can explain how resurrection is significant within the Easter story and how this is expressed through art.</li><li>•Children can evaluate, by explaining, value of people's interpretations of resurrection</li><li>•Children can explain their own response to the concept of resurrection through painting</li><li>•Children can explain how people will have different ideas about the concept of resurrection.</li></ul>		Step 1 Enquire: describe the concept of changing emotions Step 2 Contextualise: describe how the concept of changing emotions is contextualised within the events of Holy week and the ways in which Christians remember the events Step 3 Evaluate: describe the value of remembering the changing emotions in the story to Christians; describe the value of the concept to themselves Step 4 Communicate: describe their own responses to the idea of changing emotions Step 5 Apply: describe examples of how their responses to changing emotions can be applied in their own lives and the lives of others
Learning Journey Question for Assessment	What is resurrection? What do we think the empty cross means to Christians? Why is resurrection important to Christians?	
Unit 5		



<p style="text-align: center;"><b><u>Torah</u></b></p> <p>Children will look at the concept of authority and explore ways in which Jews show that the Torah has authority for them. They will go on to describe the value of the authority of the Torah for Jews.</p>	
<p><b>Why this?</b></p> <p>This is a good way of looking at the Jewish faith. It also allows the children to compare this with the Christian Bible that they are already familiar with.</p> <p><b>Why now?</b></p> <p>This is the final Concept they will meet about the Jewish faith. It also makes them look at Authority and prepares them for moving on to Secondary school.</p>	
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>•describe the concept of authority</li> <li>•describe ways in which Jews show that the Torah has authority for them</li> <li>•describe the value of the authority of the Torah for Jews and identify and describe an issue raised</li> <li>•describe their own response to authority</li> <li>•describe how their responses to authority can be applied to their own and others' lives.</li> </ul>	<p><b>RE Skills</b></p> <p>Stage 1. Enquire: What has authority in this story?</p> <p>Stage 2. Contextualise: How do Jews show that God's laws have authority and are important to them today?</p> <p>Stage 3. Evaluate: What is the value of the authority of the Torah?</p> <p>Stage 4. Communicate: What are our responses to authority?</p> <p>Stage 5. Apply: How do our responses to authority affect our own and others' lives?</p>
<p><b>Learning Journey Question for Assessment</b></p>	<p>What has authority in this story?</p> <p>How do Jews show that God's laws have authority and are important to them today?</p> <p>What is the value of the authority of the Torah?</p>
<p style="text-align: center;"><b>Unit 6</b></p> <p style="text-align: center;"><b><u>Leadership</u></b></p> <p>Children will discuss the concept of leadership and describe how it is contextualised within the lives of Jesus and other topical leaders. They will describe their own responses to the concept of leadership and how it is applied in their own lives and the lives of others.</p>	
<p><b>Why this?</b></p> <p>It makes pupils think about the concept of leadership and what responsibility it holds. It also makes them think and compare the effectiveness of Jesus and other leaders. They start to think what skills/ values a leader needs to possess.</p>	



	<b>Why now?</b>	
	It is a good way of finishing year 6 and leads into Prophet hood that is met in Year 7.	
	<b>Substantive Knowledge</b>	<b>RE Skills</b>
	<ul style="list-style-type: none"> <li>•explain the concept of leadership</li> <li>•explain how the concept leadership is contextualised within the lives of Jesus and other leaders.</li> <li>•evaluate the concept of leadership by describing its value to the followers and by identifying and describing some issues raised</li> <li>•explain their own responses to the concept of leadership</li> <li>•explain how their response to the concept of leadership is applied in their own lives and the lives</li> </ul>	<p>Stage 1. Enquire: explain the concept of leadership</p> <p>Stage 2. Contextualise: explain how the concept leadership is contextualised within the lives of Jesus and other current or well known leaders.</p> <p>Stage 3. Evaluate: evaluate the concept of leadership by describing its value to the followers and by identifying and describing some issues raised</p> <p>Stage 4. Communicate: explain their own responses to the concept of leadership</p> <p>Stage 5. Apply: explain how their response to the concept of leadership is applied in their own lives and the lives of others</p>
	<b>Learning Journey Question for Assessment</b>	<p>What does leadership mean?</p> <p>What makes an effective leader?</p> <p>Was Jesus an effective leader?</p> <p>What is the value of Jesus' leadership to Christians?</p> <p>How does leadership apply to my life and to other people's lives?</p>