

KS1	Compulsory units: 3 per year group	Concepts	Links with other learning in RE
Y1	CHRISTIANITY: Why do Christians call God ‘creator’?	God Creation	← The idea of Community God as a caring/loving figure. Jesus being the Son of God Fiction / Non-fiction as categories of texts <i>Pupils will learn about the creation story from the Torah and the Qur’an in the KS1 Judaism & Islam units, and build on their understanding of God as creator in the Y2 unit ‘What is God like for Christians?’</i> <i>There is also a thematic unit ‘Why should we care for our world?’ which will build on this understanding and also develop prayer as an expression of gratitude.</i> →
	<ul style="list-style-type: none"> • ‘Create’ / ‘creation’ / ‘creator’ • Biblical creation story • God as ‘creator’ of the world & in other parts of the Bible • Celebration of Harvest 		
Y1	CHRISTIANITY: What is the ‘Nativity’ and why is it important to Christians?	Incarnation God Worship	← Christian belief in God as ‘Father God’ and creator. Harvest as a time when Christians have special Church services to thank God for His gifts, and that Christmas as the celebration of Jesus’ birth. <i>Pupils will continue to build their concept of incarnation through ‘Y1: What do Christians learn from stories of Jesus?’ & ‘Y2: Why is giving important to Christians?’. This same Y2 unit also builds understanding of the community of Christian believers, the Church. Pupils will also make links with other places of worship e.g. synagogue & mosque being a focus for families and community life, as well as the concept of prayer in the thematic unit ‘Is prayer important to everyone?’</i> →
	<ul style="list-style-type: none"> • ‘Nativity’ as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus’ birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus 		
Y1	CHRISTIANITY: What do Christians learn from stories of Jesus?	Incarnation Salvation	← The Nativity account Jesus’s birth involving unusual events What Christians think God is like. The idea of friendship being something involving effort. <i>Pupils will continue to build on their understanding of incarnation (Jesus being born as a human being) across KS1 & KS2. There are also important threads of the way that Jesus taught others, through stories especially, that will be picked up in KS2 units building the Kingdom of God concept. There is also a KS1 thematic unit ‘Why do people tell stories?’ that will draw on the learning from this unit.</i> →
	<ul style="list-style-type: none"> • Stories about Jesus, baby → man • Jesus human ‘like us’ and divine, ‘like God’ • Jesus’ stories (‘parables’) & miracles • Christians as ‘followers’ of Jesus • End with Easter story and symbols 		
Y2	CHRISTIANITY: What is God like for Christians?	God Creation	← God creating the world and God as a caring and giving figure. That ‘Christians’ are followers of Jesus. That Christians worship God in church and how they live <i>Pupils will continue to build on the concept of ‘God’ for Christians through developing their understanding of Jesus as God’s Son – and the ‘image’ of God, his Father. The concept of God as Trinity – Three and yet One – is a great Christian ‘mystery’, which will be explored further in UKS2.</i> →
	<ul style="list-style-type: none"> • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King • Ideas in art / story / song 		
Y2	CHRISTIANITY: Why is giving important to Christians?	Incarnation Worship Kingdom	← The idea that ‘worship’ is important for some people and is a way of showing that God is important Some stories and words in the Bible that help Christians to live their lives as Jesus taught (e.g. parables Jesus told and stories about Jesus) the story of Jesus’ birth and that Christians believe Jesus is God’s Son <i>Children’s thinking about the concept of ‘incarnation’ will continue to be built on through key units in KS2. A key thematic unit for Y2 focuses further on the concept of giving, so this unit will really help to build that idea and help pupils to see the connections within other communities of faith and belief. This unit also links with the thematic unit ‘Is prayer important to everyone?’</i> →
	<ul style="list-style-type: none"> • Why / when do we give to others? • Christians (as ‘Church’) give in different ways e.g. ‘service’, food bank • Commandments to ‘love God & love others’ • Giving at Christmas because God gave 		
Y2	CHRISTIANITY: Why do Christians call Jesus ‘Saviour’?	Salvation	← That Jesus is God ‘in human form’ (incarnate) and was born as a baby in Bethlehem That Jesus grew up to be a man and had many friends, including the 12 disciples <i>Children could draw on ideas from this unit to help with learning in the KS1 thematic units ‘What do people learn from stories?’ & ‘Y2: Is giving better than receiving?’ Pupils will revisit and build on the concept of salvation in the LKS2 unit ‘What’s the Bible’s ‘big story – and why is it like treasure for Christians?’</i> →
	<ul style="list-style-type: none"> • ‘Saving’ others; Jesus as ‘Saviour’ • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in an Easter garden 		











← In order to access the learning in this unit, pupils should have learnt about....

→ Where will pupils’ learning go from here?.... Updated 1/3/23

KSI	Compulsory units: 2 per year group	Concepts	Links with other learning in RE
KSI	<p>JUDAISM: What is the Torah and why is it so important to Jewish families?</p> <ul style="list-style-type: none"> • What makes a book special? • Torah is special as it contains G_d's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it 'lives' 	<p>'Holy' Torah Mitzvot Respect</p>	<p>← The Christian Bible, which contains stories about God and his people The story of creation (in the Old Testament), along with some stories of key figures e.g. Noah and Moses</p> <p>→ Have some knowledge of the importance of rules for community living Pupils may have learned about Shabbat as the Jewish day of rest, or... ...children may build on this unit with learning about Shabbat, depending on schools' choices. In the thematic units for KSI, pupils will be considering why stories and/or prayer might be important to people, so learning in this unit will help them to further develop their thinking. In LKS2, pupils will be exploring some key festivals within Judaism and investigating links between them, Jewish practices and writings in the Torah.</p>
KSI	<p>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</p> <ul style="list-style-type: none"> • Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week 	<p>Shabbat Creation Shalom rest</p>	<p>← Special times for them and their peers Activities that they and their friends do at the weekend are varied but there can be activities that people do every weekend Have explored the creation story from the Old Testament, where God rested on the 7th Day Pupils may also have learned about the Torah as the special holy book for Jewish people, or....</p> <p>→ ...pupils may pick up the concept of Shabbat again in the Torah unit, as it appears in the 10 Commandments. In the thematic units for KSI, pupils will be considering why stories and/or prayer might be important to people, so learning in this unit will help them to further develop their thinking.</p>
KSI	<p>ISLAM: What is important for Muslim families?</p> <ul style="list-style-type: none"> • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah 	<p>respect Prophet ibadah salaam (peace) creation</p>	<p>← As the KSI Islam units can be taught in any order, pupils may have explored some key ideas for Muslims already. Ensure you reflect this in planning. Special books and special people What it means to show respect and how people might do this in different ways In the thematic units for KSI, pupils will explore the place of stories and leaders within community life, as well as how beliefs impact on actions, such as caring for creation. Pupils will deepen their understanding of how the teachings of the Qur'an and the practices of Islam shape life for Muslims in LKS2 in the unit 'How does 'ibadah' (worship) show what's important to Muslims?'</p> <p>→</p>
KSI	<p>ISLAM: Who is Allah and how do Muslims worship him?</p> <ul style="list-style-type: none"> • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah) 	<p>Allah salah Ibadah</p>	<p>← As the KSI Islam units can be taught in any order, pupils may have explored some key ideas for Muslims already. Ensure you reflect this in planning. the idea that God is seen in different ways by different people people's choices are influenced by what they believe There is a key thematic unit which explores the concept of prayer ('Is prayer important to everyone?') for different people, and 'Is it better to give or to receive?' could also draw on learning from this unit. The thematic unit 'Why should we care for our world?' could also draw on pupils' understanding of Allah as creator. Pupils will deepen their understanding of how worship & salah show submission to Allah in the LKS2 unit 'How does 'ibadah' (worship) show what's important to Muslims?'</p> <p>→</p>



← In order to access the learning in this unit, pupils should have learnt about....

→ Where will pupils' learning go from here?.... Updated 1/3/23

KSI	Thematic units: choose 1 per year group	Links with other learning in RE	
	<p>The thematic units are designed to help secure deeper connections in pupils' learning across the year, through the development of the Golden Threads: the concepts of God, Community and Identity. Where units are placed by schools in their long term plan will impact on the connections that are possible, so it's essential to plan thematic choices carefully. Whilst units may draw on learning from your wider curriculum, you must ensure that the focus remains on RE, and include a balance of religious and non-religious perspectives, including Christianity.</p> <p>The Golden Threads are a key feature of the thematic units as they help to ensure that pupils' learning is multi-disciplinary, and contains an age-appropriate balance of Theological, Sociological and Philosophical questions and approaches.</p>  <p>The thematic units contain a balance of material to consolidate learning with new learning that builds on this, and so create ideal opportunities to gather evidence of pupils' progress. Schools can also decide to include content that relates to their own setting e.g. if you have Buddhist / Humanist pupils in your school, then the thematic units you choose could include material that helps pupils to understand Buddhism / Humanism.</p>		
KSI	<p>What makes a good leader?</p> <ul style="list-style-type: none"> Who are 'good' leaders? Why did people follow Moses / Jesus / Muhammad (pbuh)? Leaders who followed a faith / belief What can we learn from leaders? 	 	<p>This unit will explore ideas about how communities choose their leaders and the characteristics of a good leader. It will also consider why people follow a leader and the impact of some leaders on how communities live. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1: What do Christians learn from stories of Jesus? Y2: Why do Christians call Jesus 'Saviour'? Y2: Why is giving important to Christians? JUDAISM: What is the Torah and why is it so important to Jewish families? ISLAM: What is important for Muslim families?
KSI	<p>Why do people tell stories?</p> <ul style="list-style-type: none"> Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others Stories linked to festivals from prior learning across units; add Hanukkah* / Purim* Aesop's Fables / Badger's Parting Gifts 	 	<p>This unit will explore how stories are important to people of different faiths and beliefs as a way of expressing meaning, sharing morals and providing comfort in challenging times or answers to difficult questions. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1: Why do Christians call God 'Creator'? Y1: What do Christians learn from stories of Jesus? Y1: What is the 'Nativity' and why is it important to Christians? Y2: Why do Christians call Jesus 'Saviour'? JUDAISM: What is the Torah and why is it so important to Jewish families? (*these stories are not in the Torah, but you are building on understanding about what's important to Jewish families) ISLAM: What is important for Muslim families?
KSI	<p>Is prayer important to everyone?</p> <ul style="list-style-type: none"> Who do people pray to? Does everyone pray? How is prayer different from reflection? Buddhist 'prayer' flags & prayer beads across traditions 	 	<p>This unit will explore how different religious communities pray, and to consider why other people choose not to pray. It will also consider differences between prayer and reflection. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1: Why do Christians call God 'Creator'? (Harvest) Y1: What is the 'Nativity' and why is it important to Christians? Y2: Why is giving important to Christians? JUDAISM: Why do Jewish families celebrate the gift of Shabbat? ISLAM: Who is Allah and how do Muslims worship him?
KSI	<p>Why should we look after the world?</p> <ul style="list-style-type: none"> Link to ideas from prior learning about creation Caring about the world from non-religious perspective – we all share our world 	 	<p>This unit will give pupils opportunities to reflect on the natural world, what makes it precious and why / how we should care for it. Whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for religious people, pupils should also be given opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues and believe different things about how the world came to be. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1: Why do Christians call God 'Creator'?

← In order to access the learning in this unit, pupils should have learnt about....

→ Where will pupils' learning go from here?.... Updated 1/3/23

	<ul style="list-style-type: none"> Tu B'Shvat (Jewish tree-planting festival) 		<ul style="list-style-type: none"> Y2: What is God like for Christians? JUDAISM: Why do Jewish families celebrate the gift of Shabbat? ISLAM: What is important to Muslim families? ISLAM: Who is Allah and how do Muslims worship him?
Y2	<p>Is it better to give or to receive?</p>	 	<p>This unit will start from children's own experiences of giving and receiving and explore how both are a part of community life, are expressed in different ways and what motivates people to give. It is an opportunity to look at giving and receiving from both religious and non-religious perspectives. This unit could draw on learning from:</p>
	<ul style="list-style-type: none"> Why do we give? And receive? Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid Gifts of Creation / Shabbat / Torah / Qur'an / Jesus How do Sikhs give and why? Giving from a non-religious perspective 		<ul style="list-style-type: none"> Y1: Why do Christians call God 'creator'? Y1: What is the 'Nativity' and why is it important to Christians? Y2: What is God like for Christians? Y2: Why is giving important to Christians? JUDAISM: Why do Jewish families celebrate the gift of Shabbat? ISLAM: Who is Allah and how do Muslims worship him?

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