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|  | | **EYFS - Medium Term Planning - RE –Summer 1** | | |  |
| **Essential Knowledge & End Points**  -To understand that the church is a special place to Christians where they pray worship sing listen and read the Bible.  -To be able to talk about some things Christians do in church.  -To understand the Bible is a sacred and a holy book to Christians.  -To explain different features of a church building.  -To understand there are other special buildings used to worships in. | | | **Key Vocabulary**  Church  Mandir  Gurdwara  Synagogue  Bible | | |
|  | **Knowledge** | | | **As**  **theologians, we will...** | |
| **Session 1:** | The church is special place to Christians. In church, Christians worship, pray, sing, listen and read the Bible. | | | Understand that Christians have special places of worship. | |
| **Session 2 and 3:** | Places of worship for Christians may be all different. In other parts of the world, Christians may attend Church outside. | | | Appreciate and respect that places of worship for Christians differ nationally and globally. | |
| **Session 4:** | Children will learn about the different features inside a church. For example, pews, alter, stained glass window, font, lectern and candles. | | | Talk about the importance of being respectful whilst visiting a place of worship. | |
| **Session 5:** | Know that the Bible is a special book which is considered holy or sacred. | | | Appreciate the importance of the Bible for Christians. | |

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|  | | **Year 1 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**    **In EYFS, the children visited the local church. They learnt about the key features e.g. stain glass windows, font, pews.** | | | **Essential Knowledge & End Points**  -To explain what belonging means and how this can relate to religious beliefs.  -To describe the key features/artefacts of a church and some activities that go on there. | | **Key Vocabulary**  Church Font  Community Pews  Cross Pulpit  Bible Paten  Worship  Vicar  Leader  Pastor  Altar  Lectern | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | To talk about what it means to belong. Belonging is being part of a group, club etc. It is being included in different activities. It gives people a sense of belonging and being part of something. Children will be able to look at different photos of clubs. Show photos of different clubs e.g. (football, Beavers, Rainbows, swimming) and understand that these groups have uniforms, logos, symbols, and mottos etc. which indicate their belonging to the group. . | | | Appreciate what belonging means, be able to discuss examples of what this may look like in our lives and understand how this can relate to shared beliefs and interests. | | |
| **Session 2:** | Children will understand what distinguishes a church from the outside and look at how these may differ across the world. Children will be taught the various key features inside a church and how they are used. For example, stain glass windows, font, pews, Bible and their functions such as the pews are where the congregation it, the font is used during baptism etc. | | | Explore the similarities and differences between churches across the world. | | |
| **Session 3:** | Children will be taught about the different activities or rituals that take place in a church. For example, singing; praying, listen to the Bible being read; vicar speaking and how these are performed every week, | | | Respect that some Christians know that they belong through the routine/ rituals that take place inside churches. | | |
| **Session 4:** | Children will taught that a Vicar’s role involves reading the Bible to people, looking after the Church building and people, caring for people, helps Christians to feel they belong and to be part of a Church group. | | | Explore the role of a Vicar. | | |
| **Session 5:** | Children will understand that the key features of a Church building include a bell, bell tower, large doors, stain glass windows and they will using construction and photos create their own churches. | | | Identify key features of a Church building. | | |
| **Session 6:** | Children will learn that different religions have their own places of worship. For example, many Christina’s place of worship is a Church, many Muslims attend a Mosque, Sikhs attend a Gurdwara and Jews attend a synagogue. Children will look at images of different places of worship and look at how worship differs between some of these. For example, people have to wash and take their shoes off before entering a Mosque, special clothing is sometimes worn, how the holy book is handled differs etc. | | | Respect and distinguish different religions, their places of worship and similarities/ differences between them. | | |

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|  | | **Year 2 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Leaders and artefacts from Judaism & Christianity in Yr. 1** | | | **Essential Knowledge and End Points**  -To identify key religious artefacts in Judaism/Christianity.  -To explore the role of leaders of different religious communities.  -To compare with leaders of other worldviews e.g. Humanist celebrant. | | **Key Vocabulary**  Kippah Rabbi  Pastor Leader  Humanism Judaism  Christianity Mezuzah  Tefillin Yad  Torah Bible  Chalice Paten  Cross Communion cup  Priest Minister | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to be learn about the different artefacts used in Christian worship and what they are used for (Vicars robes, Bible, communion cup and plate (chalice & paten) and cross) They will learn that a church/ minster leader weddings, baptisms, funerals, weekly services, visits the sick, looks after the poor and leads the vision of the Christian community. They will understand that local church ministers are known by lots of different names: ‘Clergy’, ‘Vicar’, ‘Priest’, ‘Pastor’, ‘Minister’ and others dependent on their denomination. They will look at the types of clothing ministers might/might notwear all the time or just wear sometimes. E.g. dog collar. Children will understand the churches liturgical year: Clothing is worn- Ordinary time (green -growth); Harvest; Advent (literally coming-purple-fasting); Christmas (white); Epiphany (wise men coming not 3!); Lent (purple - fasting) & Easter (white), Pentecost (red) used in some Anglican churches. | | | Appreciate various Christian artefacts used in worship and describe the responsibilities of the Christian church leaders/minsters. | | |
| **Session 2:** | Children to learn about the different artefacts used in Judaism worship and what they are used for ( Kippah-skull cap; Torah-holy book, Yad -read with Torah with, tallit- prayer shawl, mezuzah-container for Shema) Children will learn the role of the rabbi (new baby initiation/naming ceremonies, leads bar/bat mitzvah, leads synagogue prayers, reads Torah with a Yad, is a spiritual leaders and counsellor to the Jewish community, leads on Shabbat, speaks Hebrew so can read Torah (teaching), oversees food preparation, sometimes to ensure Kosher)  Children will understand what type of clothing the Rabbi wear. | | | Appreciate various Jewish artefacts used in worship and describe the responsibilities of the Rabbi. | | |
| **Session 3:** | Children will learn that humanism can be described as an approach to life, or a way of thinking. They will understand that humanists believe that science explains how the universe was created/how the universe work, that humans have the ability to give their own lives meaning making themselves/others happy and that decisions are made on experience, reason, empathy and respect for others. The children will learn that a humanist don’t have a place or worship but that a celebrant provides an alternative to religious ceremonies for people wishing to celebrate or commemorate their key life events /weddings, naming, funerals) in a non-religious way and start to look at how this is different to a rabbi/ priest. Children will be introduced to the humanist symbol too. | | | Explore what humanism is and the role of a celebrant. | | |
| **Session 4:** | Children will look at comparisons between Jewish and Christian worship. They will understand that both religions have holy books, attend a place of worship, have a church/ synagogue leader etc. They will also look at how these Jewish and Christian religions differ and how humanist views contrast both too. They will look at pictures of different types of rabbi (reform orthodox and conservative), church ministers (e.g. Anglican, Pentecostals, and Catholic) and a humanist celebrant and note their differences. The children will be taught that there are different groups in each religion that may use the artefacts slightly differently. | | | Explore how various religious artefacts can be linked to the relevant religious leaders. | | |

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|  | | **Year 3 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Recap – Think about what we know about how Christians live their lives. Year 1 and 2** | | | **Key objectives**  -To identify reasons that the disciples followed Jesus.  -To recall ways in which people show their Christian faith in daily life.  -To explain how Jesus’ message of love and forgiveness is shown through Bible stories and how this impacts a Christian’s life today. | | **Key Vocabulary**  Church  Discipleship  Community  New Testament  Pentecost  Artefacts  Holy Spirit  Baptism infant  Believers | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will understand that you feel a sense of belonging when you are part of a group and will identify different groups such as Brownies, swimming, football etc. and also the wider groups such as pupils at Mossley, residents of Congleton etc. that they are part of. Children will learn that a disciple is a follower or learner of Jesus and that they learn from him, learn his ways and to live like him**.** They listen to the stories of various disciples and how they started to follow Jesus. They will understand that Jesus needed his disciples to help him to continue his work and spread the word of God. | | | Understand what a disciple is and why they follow Jesus**.** | | |
| **Session 2:** | Jesus sacrificed his life for the forgiveness of sins of others at the crucifixion, but his resurrection was the most important miracle of the Christian faith. Children will learn that Christians may follow the Ten Commandments and children will understand what these are. In addition, they will look at the Lord’s Prayer and understand that it guides us by encouraging us tolive in peace, be kind, seek forgiveness for any mistakes we make, promise to forgive people and always do the right thing even when it’s hard to. Children will look at the different ways Christians show their identity for example going to church, reading the Bible and the different symbol and artefacts that are used. | | | Explore ways in which people show their Christian faith in daily life. | | |
| **Session 3 and 4:** | Children will learn about The Prodigal Son-The father forgives his son when he returns and welcomes him home. In the same way, God waits for humans to realise what they have done wrong and ask for forgiveness and welcomes them back when they do. Children will learn about The Good Samaritan- You should be kind to everyone and count everyone as your neighbour, even if they have a different background to you, or believe different things. Children will learn about Zacchaeus said that he would give back four times the money he'd taken unfairly and half of all he had to the poor. Jesus forgave Zacchaeus for the wrong things he'd done. | | | Appreciate how the stories of the Prodigal Son, The Good Samaritan and Zacchaeus show us that God wanted us to love and forgive and the impact of these qualities in a Christian’s life today. | | |
| **Session 5:** | Children will look at pictures of a variety of Christians worshipping and identify what’s similar and different. They will understand Christian's worship both individually and collectively. They worship with their entire lives, in all that they do. Additionally, they worship with a pure and willing heart. Christian worship may include music, singing, prayer, helping others, generous living and many other avenues. Children will talk about whether Christian’s should go/ shouldn’t go to church | | | Explore similarities and differences between global Christian communities. | | |

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|  | | **Year 4 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Builds on from: Yr.1/2: 8,15,16,** | | | **Key objectives**  Describe how people of religious/non-religious worldviews across 3 traditions respond to world poverty.  Identify what motivates people to give to charity  To consider the complexity of giving to charity and how sometimes it raises puzzling questions.  To consider whether it is always right to give to charity. | | **Key Vocabulary**  Almsgiving poverty  aid justice  Zakat equality  Ummah tithing  generosity charity  fellowship stewardship. | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children will explore how we can make the world a fairer place and what this would look. They will understand what charity and love is and how these are similar and different. Children will learn that love is very hard to put into words. It is much easier to give examples of love being shown than to say exactly what love is. Children will look at ways in which people demonstrate love or give charity. They will explore about whether it is always right to give to charity and understand that sometimes it might be difficult to give eg Uncertainty of the source of where the money goes. They will think about what forms of charity there are eg donations of clothing, money etc and recall the charities they have heard of eg supported in your school, church, or home and how think about the areas of targeted support a charity might give to. | | | Use role play and our justification skills (taken from the Christian aid website) by becoming the grants committee for the Christian aid charity and rank bids in order of which have the best claim for charity and why *(For example, Foodbank in Manchester; An earthquake in Pakistan, Drought in Somalia, Poverty in Sudan, A medical education project in Bangladesh, A cyclone in Burma) hence exploring the difficulties and complexities people face in relation to charity.* | | |
| **Session 2:** | Children will learn why Christian Aid help people in need. ‘Christian Aid says it is wrong that some people in the world live in extreme poverty.’ They will understand that poverty is not just about not having enough money; it is about not having the power to control the essential things in your own life and the life of your community. Christian Aid works with others to end poverty – forever. | | | Research on lap tops and create notes as to why Christian Aid charities responses to world poverty, what motivates people to give to these charities and understand why these charities exist. | | |
| **Session 3:** | Children will learn the beliefs and charity of Humanists in relation to poverty. Humanists UK members give money and/or time generously and regularly to an average of 6 charities each.  Humanists tend to plan their giving rationally and selectively, but most also respond generously to emergency appeals and street collections. | | | Research either using laptops or p retrieving information from paper copies, how Christian Aid charities respond to world poverty, what motivates people to give to these charities and understand why Christian aid exists. | | |
| **Session 4:** | Children will acquire knowledge about the Islamic Relief Charity and how the teaching of Prophet Muhammad underpins this.They will learn that the Islamic Relief Charity’s aim is that together theywill inspire and enable people to respond rapidly to disasters and fight poverty through Islamic values, expertise and global reach. They will understand Muslim’s key values of compassion, justice, custodianship, sincerity and excellence – a critical part of our Islamic faith – inspire us each and every day to create positive change and remember the sanctity of life. | | | Create a mind map to demonstrate the Islamic Relief Charity responses to world poverty and why this charity exists. | | |
| **Session 5:** | Recap on knowledge from lesson 2, 3 and 4 and the research acquired by the children. | | | Create posters to show how different religious/ non religious world views respond to world poverty and share the posters with the rest of the class. Identify simarilties and difference between the charities discussed. | | |

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|  | | **Year 5 - Medium Term Planning - RE - Summer 1** | | | |  |
| **Prior Learning Links**  **Yr. 3/4 - Statements 20,21,27,31** | | | **Essential Knowledge & End Points**  - To understand that many Christians believe that the God made the world.  -To identify theories of evolution which are related to the origin of the world.  -To compare and contrast poetic language in the Genesis accounts of creation with accounts of evolution.  -To recognise some of the beliefs about the beginning of the world that many Christians believe. | | **Key Vocabulary**  God Creation  Big Bang Cosmology  Metaphor Faith  Science Evolution  Atom Atheist  Agnostic Christian | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to look at different images that relate to creation and listen to music ‘Planets’ by Holst thinking about how the world began. Children will understand that Atheism is not an affirmative belief that there is no God nor does it answer any other question about what a person believes. It is simply a rejection of the assertion that there are Gods. | | | Explore the creation story. | | |
| **Session 2:** | Read Genesis 1:1–2:3 to the children. Explain that some Christians believe that the account of Genesis is literally true whereas others see it as a poetry account, or an extended metaphor. Some believe the scientific account explains how the universe came into being, while they believe religion as why It came into being. Therefore, children will become aware that there are many scientists who are also Christians. | | | Appreciate the purpose and meaning of Genesis 1 to many Christians. | | |
| **Session 3:** | The children in pairs will tell each other a story they are familiar with for example the three little pigs. Child A tells the story to child B & then they swop roles. The children will think about whether they both told the story in exactly the same way and think about why this is/ isn’t the case. The children understand that the book of Genesis in the Bible is an account of how the Jews/Christians believe God made the world but there are 2 versions. The children will read both versions as a class together- - Genesis 1:1- 2:4a and chapter 2:4b-25. | | | Discuss and raise questions the following questions: What questions can we ask about these texts? Do these accounts say anything to people about God?  What do they say about where everything started or began?  What do these accounts tell us about human beings?  How did human life begin? | | |
| **Session 4:** | Re read the Genesis stories from last lesson again and recall any similarities and differences between the two texts. | | | Explore similarities and differences in the Genesis stories. | | |
| **Session 5:** | Read Genesis 1 translation ‘The Message’. This is set out as a poem. How do we know it is poem? There are repeated phrases? What do they suggest is important? Explain that people (including Christians) disagree about the genre and purpose of Genesis. E.g. Some people think that Genesis 1 cannot be true because the scientific account contradicts it, but that depends how you interpret Genesis. | | | Raise questions about Genesis and how it’s linked to science. | | |
| **Session 6:** | Children will watch a simple version of the scientific ‘big bang theory’. Then children will look at the following differing views about creation 1. One enormously giant complicated machine mixed many components together and it just started by chance. 2. As we find out more about creation, I become even more sure God made the world;’ 3. A big bang of atoms colliding out in space started the world’; 4. The Bible says the world was created by God. 5. God created the world through a big bang out in space. 6. We are all here purely through an evolution process. Children to now think about what their thoughts are now on the beginning of the world? Did God make it or was it a big bang? | | | Explore viewpoints of the ‘Big Bang theory.’ | | |

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|  | | **Year 6 - Medium Term Planning - RE - Summer 1 and 2 (due to SATs, end of year play and transition to secondary to school)** | | | |  |
| **Prior Learning Links**  **Building on KS2 knowledge of the world’s different religions.** | | | **Essential Knowledge & End Points**  -To be able to explain why people may follow/ don’t follow a religion  -To identify humanist thinkers and recall their beliefs.  -To be able to recall ways religion has impacted on historical events.  -To explore spiritual art in religion. | | **Key Vocabulary**  **Belief system**  **Faith**  **Evidence**  **Humanism**  **Diversity** | |
|  | **Knowledge** | | | **As theologians, we will...** | | |
| **Session 1:** | Children to learn that there are the 6 largest world religions: Buddhism, Christianity, Hindu Dharma, Islam, Judaism and Sikhism. However, there is over 10,000 religions that are followed and celebrated across the world. Being a religious believer in the 21st century is a rich, diverse and complicated experience. In 2024, almost 85% of the world’s population is linked to a religion. This number may seem shocking, particularly considering we tend to think of the world as not being as religious as it has been in other times in history. | | | Understand why people follow/ don’t follow a religion and why the percentage is considerably high in the 21st century. | | |
| **Session 2:** | Children to be taught that not all people follow a religion. However, many other people follow a belief system. This means that they have a number of principles and values that are important to them and they follow these throughout their lives to help them be good people and live good lives. Humanism is a belief system that was formally created about 140 years ago but some of its ideas and beliefs have been in existence for thousands of years. It has a rich history across many global societies and some of the most influential figures in the world have contributed to the belief system that has now become humanism! The big difference between humanism and a religion, such as Christianity, is that humanism absolutely denies the existence of a God and anything that goes alongside that, for example, an afterlife. They are an evidence-based belief system, focusing on scientific evidence to shape their belief system. | | | Identify all of the humanist thinkers and be able to put these into chronological order to create a timeline of the history of humanism. | | |
| **Session 3: and 4** | Children to learn that lots of key historical events have been impacted in some way by religion. In some cases, organised religions have influenced events in world history. In other cases, it has been individuals who have used their faith as their motivation to do things that have changed the world. Children will understand and look in detail at how events such as The Construction of the Egyptian Pyramids, The Crusades, The Spread of Christianity in Ancient Rome, The Islamic Golden Age, The Protestant Reformation, The Civil Rights Movement in the USA and The Salem Witch Trials have all been impacted by religion. | | | Recall two events in history that were impacted due to religion and appreciate whether this was a positive or negative impact. | | |
| **Session 5-8:** | Children to participate in Spirited Art competition, run each year by NATRE. The children will explore different topics and themes and through drawing/painting, modelling, poetry, music, drama and dance create work that reflects their knowledge on a specific area. | | | Appreciate spiritual art and be able to express this is a variety of forms | | |