



## **The Neroche RE Curriculum at Medium Term Planning Level**

At Neroche, we ensure that RE plays an active role in a child's education by provoking challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong, and what it means to be human. Within RE lessons at Neroche, pupils discover, explore and consider different answers to challenging questions through learning about and from religions and other world views. They learn to question, debate, compare and critically assess different answers to 'big' human questions and to 'agree or disagree respectfully.' Teaching at Neroche equips the children with the knowledge and understanding of a range of religions and other world views. This, over time will allow them to develop and explore their own personal beliefs, ideas and identity, while also respecting the right of others to offer a different opinion.



A table to show each year group and objectives and programme of study statement explaining the Intent.

<b>EYFS</b>						
<i>At this stage of learning is not necessarily a linear process. Children’s interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.</i>						
Possible key learning emphasis to facilitate progression (alongside children’s interests)	<b>All about me/starting school</b>  New beginnings Harvest Autumnal changes People who help us	<b>Festivals and Celebrations</b>  Diwali Bonfire night Remembrance Winter Christmas	<b>Toys</b>  New Year Valentine’s Day Pancake Day Superheroes Teddies Vehicles	<b>Fantasy and Adventure (Storytelling )</b>  Signs of Spring Mothering Sunday Easter Superheroes Traditional tales	<b>Science and investigation</b>  Growing plants Animals Insects Dinosaurs Changes	<b>Places</b>  Seaside Summer Transition to Yr1 Food around the world Our environment
<b>Understanding the World – People, Culture and Communities</b>						
<b>2 year old curriculum</b>	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations and pets</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• Beginning to have their own friends</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>					
<b>3 and 4 year old curriculum</b>	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them  Is interested in photographs of themselves and other familiar people and objects  Enjoys stories about people and is interested in photographs of themselves with these.		Has a sense of own immediate family and relations and pets  In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird  Beginning to have their own friends  Learns that they have similarities and differences that connect them to, and distinguish them from, others		Shows interest in the lives of people who are familiar to them  Enjoys joining in with family customs and routines  Remembers and talks about significant events in their own experience  Recognises and describes special times or events for family or friends  Shows interest in different occupations and ways of life indoors and outdoors  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	

<b>Reception curriculum</b>	<p>Enjoy participating in celebrations which are part of their own culture e.g. Christmas, Diwali.</p> <p>Talk about some of the features that characterise important celebrations linked to their own culture.</p> <p>Recognise how other families and cultures celebrate events and festivals</p> <p>Know that people have different beliefs.</p> <p>Understand that a church is a special place to Christians.</p> <p>Know the name of towns and villages that are of immediate importance to them.</p>	<p>Talk about their immediate community e.g. their experiences of going to places locally, people who work locally such as police officers and fire crew, how people behave in situations such as being quiet in a church, how people travel etc.</p> <p>Know that not all families are the same.</p> <p>Know the name of the country that they live in, recognise and name the Union Jack flag and recognise the prime minister and the Queen.</p> <p>Know that there are other countries in the world.</p> <p>Record and discuss a route travelled and some of the features that they saw.</p> <p>Identify if features in their environment are natural or manmade.</p>	<p>Know about different jobs within their community and explain why these jobs are important.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know that there are different religions and the people who follow these religions have special places of worship.</p>
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<b>Reception ELG</b>	<p><b><u>ELG: People, Culture and Communities</u></b></p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
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## Year 1 - exploring

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	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	<b>Unit 2: What do Christians believe about Jesus? (incarnation) Link with Christmas.</b>	<b>Unit 1: What do Christians believe about God?</b>	<b>Unit 5: What do Jewish people believe about God and the Covenant?</b>
Purpose / intent of the unit	To understand what Advent is and how this links into Christmas celebrations. To recognise Christian stories from the Bible and recall key events in order.	To be able to recall stories from the Bible linked to God and Jesus. To be able to use enquiry skills to ask further questions into what Christians believe about God.	To understand the beliefs of Jews when talking about God and the Covenant. To recognise key symbols and objects linked to Judaism and why they are special. To use enquiry skills to ask questions in response to the story of creation.
Step/s towards achieving the unit Intent.	To understand that Christians find out about what Jesus is like and how he wants people to live from the Bible.	Christians find out about what God is like and how he wants people to live from the Bible.	To know that Jews believe in one God who created the universe. To know basic elements of the story found in Genesis: God made the world from nothing - God Makes everything in the world, including plants and animals - Man is the last to be made - Man is made last and is given responsibility to care for the world God has created
Step/s towards achieving the unit Intent.	To understand that Advent is the time before Christmas when Christians get ready for Jesus coming.	There is a story in the Bible which Christians believe expresses their key beliefs about creation. – God created the universe. – The story is called the six days of creation and describes what God did as the world was created. – The last thing that God created was humans.	To understand that the Jewish name for God is Adonai which mean ‘Lord’. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.
Step/s towards achieving the unit Intent.	To recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel’s message to Mary – that her baby is God’s son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi.	To know that Christians believe that God expects humans to care for His world because it belongs to God.	To be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.
Step/s towards achieving the unit Intent.	To identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. To recognise the order of the key events in the Biblical narrative.	To raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.	To explain that that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.
Step/s towards achieving the unit Intent.		To raise and suggest answers to relevant questions in response to the story of creation. To attempt to support their answers using reasons and/or information.	To raise and suggest answers to relevant questions in response to the story of creation.

<b>Outcome of the learning opportunity</b>	<p>I can explain that Advent is the time before Christmas when Christians get ready for Jesus coming.</p> <p>I can recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel’s message to Mary – that her baby is God’s son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi.</p> <p>I can identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible.</p> <p>I can recall the order of the key events in the Biblical narrative.</p> <p>I can raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.</p>	<p>I can explain that Christians find out about what God is like and how he wants people to live from the Bible.</p> <p>I can recall the key beliefs Christians believe about creation.</p> <p>I can understand that Christians believe that God expects humans to care for His world because it belongs to God.</p> <p>I can raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</p>	<p>I can explain that Jews believe in one G-d who created the universe and recall the basic elements of the story found in Genesis</p> <p>I can understand that man is made last and is given responsibility to care for the world G-d has created</p> <p>I can recall that the Jewish name for G-d is Adonai which mean ‘Lord’.</p> <p>I can recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</p> <p>I can recall that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by G-d.</p> <p>I can raise and suggest answers to relevant questions in response to the story of creation.</p>
<b>Specific knowledge vocabulary linked to the unit of learning</b>	<p>Jesus, Bible, Old Testament, New Testament, creation, harvest, forgive, love, prayer, worship, almighty (all powerful)</p>	<p>God, Christians, creation, world, humans,</p>	<p>Jewish, star of David, symbol, Tanakh (old testament) Hebrew</p>
<p><b>Progression of Skills – Key RE skills will be taught and developed alongside the RE knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</b></p>			
<h2>Year 2 – exploring</h2>			
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
<b>Unit of Learning</b>	<b>Unit 6: What do Jewish people believe about Torah?</b>	<b>Unit 4: What do Christians believe about forgiveness? Link with Easter.</b>	<b>Unit 3: What do Christians believe about love? (Agape)</b>
<b>Purpose / intent of the unit</b>	<p>To understand what the Torah is and its importance to followers of Judaism as a guidance for their daily lives and how God wants them to live.</p> <p>To understand which are the holiest days for followers of Judaism</p>	<p>To recall stories from the Bible associated with the last eight days of Jesus’ life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.</p> <p>To raise and suggest answers to relevant questions in response to their enquiry into the Easter story.</p>	<p>To understand what Jesus taught people about love, kindness and forgiveness</p> <p>To be able to use enquiry skills to ask further questions related to Christian teachings from the Bible.</p>
<b>Step/s towards achieving the unit Intent.</b>	<p>To know that the Torah means ‘teaching’ is the most important part of Jewish scriptures and know that it contains the first 5 books of the Hebrew Bible</p>	<p>To know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.</p>	<p>To know Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</p>

Step/s towards achieving the unit Intent.	To understand that the Torah teaches Jews what God is like and how they should live their lives.	To recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.	To recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.
Step/s towards achieving the unit Intent.	To know that one day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.	To recognise the order of the key events in the Biblical narrative and identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.	To reflect on the implications of this story for Christians and for themselves today.
Step/s towards achieving the unit Intent.	To understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.	To understand that Christians believe that Jesus died so that people can be forgiven by God.	To raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'
Step/s towards achieving the unit Intent.	To raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.	To understand that Christians believe that Jesus rose from the dead, giving hope of a new life.	
Step/s towards achieving the unit Intent.		To raise and suggest answers to relevant questions in response to their enquiry into the Easter story.	
<b>Outcome of the learning opportunity</b>	<p>I can recall that the Torah means 'teaching' is the most important part of Jewish scriptures. that it contains the first 5 books of the Hebrew Bible.</p> <p>I can explain that the Torah teaches Jews what God is like and how they should live their lives.</p> <p>I can explain how on one day a week Jews observe the Sabbath</p> <p>I can explain how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</p> <p>I can raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.</p>	<p>I can explain that the Christian Holy book is called the Bible, and that it is divided into two parts</p> <p>I can recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection. (AMV units 2,3,9).</p> <p>- Recognise the order of the key events in the Biblical narrative.</p> <p>I can identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.</p> <p>I can explain that Christians believe that because Jesus died they can be forgiven by God.</p>	<p>I can explain that Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</p> <p>I can recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.</p> <p>I can reflect on the implications of this story for Christians and for themselves today.</p>

		I can understand that Christians believe that Jesus rose from the dead, giving hope of a new life. I can raise and suggest answers to relevant questions in response to their enquiry into the Easter story.	I can raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'
<b>Specific knowledge vocabulary linked to the unit of learning</b>	Torah, synagogue, Simchat Torah, Moses, Sabbath, kippah, challah, tallit, yad, ketubah, chuppah, mazel tov	Christian, New Testament, Old Testament, Jesus, died, crucifixion, Jerusalem, Jew, Holy, Bible, Cross, Easter, resurrection, symbol, Good Friday, Palm Sunday, last supper, garden of Gethsemene	Verses, chapter, cross, new life, Unforgiving Servant, Good Samaritan, love, kind, forgiving, disciple, mercy, unmerciful, Lord's prayer, agape

**Progression of Skills – Key RE skills will be taught and developed alongside the RE knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.**

## Year 3 – exploring and making connections

	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
<b>Unit of Learning</b>	Unit 5: What do Christians believe about God & Incarnation? (Links with Christmas)	Unit 1: What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)	Unit 2: What do Muslim people believe about Islam and Iman?
<b>Purpose / intent of the unit</b>	To understand Christians beliefs relating to God and baptism and what this means. To be able to recall stories linked to the Bible about Jesus' miracles. To raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.	To understand the covenant Jewish make with God and recall the stories of Abraham and Moses (the Ten Commandments) To understand that on the Shabbat Jews attend the synagogue, where they worship God and the reading of the Torah is central to the service.	To understand Islamic teachings and how Muslims worship Allah. To raise questions and attempt to support their answers using reasons and/or info relating to Islam.
<b>Step/s towards achieving the unit Intent.</b>	To understand that Christians believe the Bible talks about what God is like and his relationship with people who believe in Him.	To know that God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan To understand that Jews believe there is one God who should be placed above all else.	To identify the two main beliefs of Islam as: <ul style="list-style-type: none"> <li>• the belief in only one God</li> <li>• the belief that Muhammad is the Messenger of God</li> </ul> To know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah
<b>Step/s towards achieving the unit Intent.</b>	To understand that Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.	To recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive	To understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: Being constantly reminded of Allah throughout the day, reminds them for what is

		from God the 10 commandments and other commandments which were the rules Jews had to live by.	important in their life and helps them straying from the path To understand that the sujud position (prostration) reflects Muslim submission as a physical act.
Step/s towards achieving the unit Intent.	To recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church.	To understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.	To know that Muslims believe that Muhammad had many revelations over 22 years.
Step/s towards achieving the unit Intent.	To recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41.	To know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.	To raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. To attempt to support their answers using reasons and/or information Belief – Iman (faith)
Step/s towards achieving the unit Intent.	To recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. healing Jairus' daughter – that he had power over death (Luke 8. 40-56).	To explain that the Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezzuzah	Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an
Step/s towards achieving the unit Intent.	To understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.	To know that Shabbat Jews attend the synagogue, where they worship God. To know that the reading of the Torah is central to the service To know the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are and are never touched by human hands- a special pointer is used To know each scroll has a mantle (cover) To know that once they have been used, they are returned to the Ark and that there is an ever-burning lamp outside the Ark to show God is always present To know the Torah is written in Hebrew. (possible visit to a synagogue)	To know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book. To understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.
Step/s towards achieving the unit Intent.	To raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.	To raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.	To know that God's message is known as the 'Straight Path' or the Shariah

		To attempt to support their answers using reasons and/or information.	To raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah
<b>Outcome of the learning opportunity</b>	<p>I can explain that Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.</p> <p>I can recall what happens in both Infant Baptism and Believers' Baptism; that water is used and the person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church.</p> <p>I can recall stories from the Bible of Jesus miracles and explain what they say about Jesus</p> <p>I can understand what Christians believe these stories say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.</p> <p>I can question and reason in response to enquiry into what Christians believe about God; the accounts of the miracles and what Christians say about who Jesus is.</p>	<p>I can explain the covenant Jewish people have with God through recalling the storie of Abraham and Moses</p> <p>I can explain that at Shabbat, Jews attend the synagogue, where they worship G-d</p> <p>I can explain how the Torah is central to Jewish worship</p> <p>I can raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.</p>	<p>I can explain that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.</p> <p>I can understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah.</p> <p>I can recall that Muslims believe that Muhammad had many revelations over 22 years.</p> <p>I can explain that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an.</p> <p>I can raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah</p>
<b>Specific knowledge vocabulary linked to the unit of learning</b>	God's word, the Trinity (Father, Son, Holy Spirit) baptism, communion, creed, lectern, Christ, Lord, Messiah, Son of god, miracles	Abraham, exodus, Passover, Seder, commandments, Moses, covenant, matzah, Wailing Wall, Temple Mount, Jerusalem, Israel, mezuzah, the Shema, rabbi, tefillin, Nevi'im, Ketuvim, Talmud, mishnah, mantle	Islam, Muslim, Mosque, Muhammad, Qur'an, Sallah, submission, Shariah, Gabriel, sujud
<b>Progression of Skills – Key RE skills will be taught and developed alongside the RE knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</b>			

<b>Year 4 – connecting</b>			
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
<b>Unit of Learning</b>	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?	Unit 4: What do Christians believe about Salvation? (Links with Easter)	Unit 6: What do Christians believe about Agape?

<b>Purpose / intent of the unit</b>	<p>To understand the basic Hindu beliefs about God and Dharma</p> <p>To understand and explain the significance of the Hindu Festival of Diwali and explore the use of simple patterns in Hindu art.</p> <p>To understand the importance of Shrines, Puja Plates and Temples to Hindus.</p>	<p>To recognise that Christians refer to Jesus as ‘the Saviour’ or as ‘my Saviour’</p> <p>To be able to recall stories linked to the Bible about miracles.</p> <p>To understand the importance of the Easter Story for Christians</p>	<p>To understand that Agape means selfless, sacrificial, unconditional love and relate to this when looking at stories from the Bible.</p>
<b>Step/s towards achieving the unit Intent.</b>	<p>To know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali.</p>	<p>To recognise that Christians refer to Jesus as ‘the Saviour’ or as ‘my Saviour’</p>	<p>To understand that Christians try to be like Jesus and obey his teachings in the things that they think and do</p> <p>To understand that Agape means</p>
<b>Step/s towards achieving the unit Intent.</b>	<p>To learn about the history of Hinduism and about the story of Rama and Sita</p> <p>To understand how the Hindu book The Ramayana teaches guidelines for living</p>	<p>To explain the Christian Salvation story and that it makes four main claims: – God created a perfect the world – Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity</p>	<p>To recall the story of the Good Samaritan</p> <p>To understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word ‘Samaritan’, the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called ‘red road’ for good reason.</p>
<b>Step/s towards achieving the unit Intent.</b>	<p>To understand when Hindus light lamps to celebrate Divali they remember that God guides us in life. The way lamps light up darkness, to help us see our way</p>	<p>To recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life.</p>	<p>To understand the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?</p>
<b>Step/s towards achieving the unit Intent.</b>	<p>To know that Hindus believe that they can also worship God in other divine forms such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali</p> <p>To understand why Hindus celebrate the festival of Divali</p>	<p>To understand the message of the story of Zacchaeus and other stories from the Bible are that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.</p>	<p>To consider how The Good Samaritan and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?</p>
<b>Step/s towards achieving the unit Intent.</b>	<p>To recognise a form of Hindu worship (called puja) using a special tray called ‘a puja thali’ with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.</p> <p>To know that Hindus have a special place at home for performing puja once a day</p>	<p>To recall the story of Jesus’ death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.</p>	<p>To explore what the parable of The Good Samaritan might mean for Christians today</p> <p>To reflect on the Good Samaritan parable using reasons and information to support their views.</p>

Step/s towards achieving the unit Intent.	To understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. To know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.	I can retell the story of Zacchaeus and explain the message To recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.	To take part in an Agape Service – visit from Vicar?
Step/s towards achieving the unit Intent.	To know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma' To recognise the Aum symbol and its importance to Hindus.	Visit the local church to learn about the importance of Easter for Christians	To collect food for a local food bank as an act of selfless love
<b>Outcome of the learning opportunity</b>	I can explain that Hindus believe that they can also worship God in other divine forms (or deities) I can recall the story of Rama and Sita I can understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way. I can explain what a puja tray is and why it is important for Hindus I can explain that Dharma means 'right-living'	I understand that Christians refer to Jesus as 'the Saviour' or as 'my Saviour' I can recall and reflect upon the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.	I can understand that Christians try to be like Jesus and obey his teachings in the things that they think and do. I can recall the story of the Good Samaritan Luke 10.25-37. I can reflect upon the context for the story and how it teaches Christians to Love God and your neighbour as yourself I can explain how the story display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing I can consider what acts of agape means in our society today and give examples
<b>Specific knowledge vocabulary linked to the unit of learning</b>	Hindu, India, Dharma, Aum (Om), Rama, Sita, the Ramayana, Lakshmana, king Deity, Brahman, Krishna, avatar, Vishnu, Radha, atman, puja, mandir, shrine, incense, murti, aarti	Saviour, forgiveness, sin, fall, humanity, lent, Shrove Tuesday, Ash Wednesday, triumphal entry, Maundy Thursday, prodigal son. Jewish, Jericho, priest, selfless, self-sacrificing, parable, compassion, Verses, chapter, cross, new life, resurrection, symbol, Good Friday, Palm Sunday, last supper, crucifixion, garden of Gethsemene	Good Samaritan, love, kind, forgiving, disciple, mercy, unmerciful, Lord's prayer, priest, Levite, Agape
<b>Progression of Skills – Key RE skills will be taught and developed alongside the RE knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</b>			

## Year 5 – connecting

	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
<b>Unit of Learning</b>	Unit 11: What do Christians believe about God & Incarnation? (Links with Christmas)	Unit 7: What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)	Unit 8: What do Muslim people believe about Islam and Iman?
<b>Purpose / intent of the unit</b>	<b>To understand that Christians believe that God is love and that their relationship with God is important because it shapes what they do.</b> <b>To understand that Christians believe that Jesus is 'God with us' and why Jesus is important to them</b>	<b>To reflect on the importance of Abraham as the father of the Jewish people and understand the covenant with G-d which began with Abraham</b> <b>To recognise the importance of the Torah in Jewish faith</b>	<b>To understand that Muslims believe Mohammed was the final prophet</b> <b>To understand what the Qur'an is and its importance to Islamic beliefs.</b> <b>To understand the importance of the Islamic belief in submitting to the will of Allah.</b>
<b>Step/s towards achieving the unit Intent.</b>	To understand that Christians believe "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy). To understand God loves His creation, and everything is created in harmony. Recognize that Christians use evidence to support their belief in God.	To understand that Jews see Abraham as a person of great faith and a father of the Jewish people To understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants.	To know the Muslim belief that Muhammad is the final Prophet.
<b>Step/s towards achieving the unit Intent.</b>	To understand that Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry. To know that Christians believe the Bible talks about what God is like and his relationship with people who believe in him.	To understand how Jews celebrate the Shabbat. To know that Shabbat is a time of no work, but study, rest and leisure	To understand that Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.
<b>Step/s towards achieving the unit Intent.</b>	To understand that Christians believe we are all stewards of creation. Understand God loves His creation, and everything is created in harmony. Humans have a duty to care for God's creation. They are the stewards of creation. Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.	To understand what happens during the Jewish festivals of Rosh Hashanah and Yom Kippur.	To know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. To understand the Muslim belief that humans have not followed God's message in the past because of over self-confidence (hubris) and so they forgot it ignore it tamper with it
<b>Step/s towards achieving the unit Intent.</b>	To understand that there are two versions of the story of Jesus' birth in two gospels: Matthew (ch 1-2) and Luke (ch 1-2). To understand that the two accounts are told from different viewpoints (Mary and Joseph's) To reflect on why there may be different accounts.	To know that Yom Kippur is the holiest day in the Jewish calendar. To know this is a time when Jewish people ask for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, "And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement".	To understand that the Qur'an is the original and most basic source of God's Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life.

Step/s towards achieving the unit Intent.	To understand that the Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine and that some Christians understand this symbolically and others literally.	To know that the Torah is the most important because it tells Jews what God is like and how they should live.	To know that humans have the role of Khalifah, trustees of Allah’s creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah
Step/s towards achieving the unit Intent.	To know that the nativity of Jesus concerns the incarnation of Jesus: literally “become flesh”. Incarnation is the belief that Jesus Christ is fully human and fully God.	To know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says “Hear O Israel, the Lord our God, the Lord is one ...”	To understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: To know that Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise. To know that Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.
Step/s towards achieving the unit Intent.	To identify how the belief that Jesus is “God is with us” helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.	To recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi’ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing. To understand that there is also a collection of writings called the Talmud, which set out how to put the rules found in the Torah into practice.	To know the story of Bilal and understand why this story is important to Muslims and understand how it emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah’s commands.
<b>Outcome of the learning opportunity</b>	I can discuss the Christians belief that “God is love” I can explain the Christian views on creation and stewardship I can raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship. I can explain that the nativity is found in two gospels and reflect on why they are told from two different viewpoints (Mary and Joseph’s) I can explain that for some Christians the virgin birth symbolizes that Jesus is both human and divine; though many Christians understand it literally. I can understand that the nativity of Jesus concerns the Incarnation of Jesus: literally “become flesh”. Incarnation is the belief that Jesus Christ is fully human and fully God. I can identify how the belief that Jesus is “God is with us” helps a Christian in daily life. I can understand that Christians pray because they believe that Jesus is with them to listen and to help.	I can retell the story of Abraham and explain why he is called one of the fathers of Judaism I can understand how and why Jewish people celebrate the Shabbat. I can explain how Jewish people celebrate Rosh Hashanah and why Yom Kippur is the holiest day in the Jewish calendar. I can explain why the Torah is important because it tells Jews what God is like and how they should live. I can recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi’ism and Ketuvim. I can understand that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. I can reflect and explain why The Talmud is important for Jewish people I can reason, generate questions and reflect on connections between different faiths	I can retell the story of the prophet Mohammed and understand Muslim belief that he is the final prophet I can understand what the Qur’an is and its importance to Islamic beliefs. I can explain the Islamic belief in submitting to the will of Allah. I can understand practices during Zakat and Saum and they are part of the five pillars of Islam. I can retell the story of Bilal and understand why this story is important to Muslims.

<b>Specific knowledge vocabulary linked to the unit of learning</b>	Gospel, divine, incarnation, Immanuel, omniscient (all-knowing), omnipresent, pure, holy, steward, stewardship, greed, gluttony, selfishness, consumer society, pollution	Kosher, parve, Rosh Hashana, blessing, pardon, atonement, Yom Kippur, shofar, Shema, Shabbat Torah, Talmud, Tenakh	Allah, Muhammed, Khalifah, creator, shaper, Qu’ran, mosque, prayer mat, Mecca (Makkah) five pillars, minaret, mihrab, Zakat, Saum
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<b>Year 6 – connecting</b>			
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
<b>Unit of Learning</b>	<b>Unit 9: What do Hindu people believe about Dharma, Deity and Atman?</b>	<b>Unit 10: What do Christians believe about Salvation? (Links with Easter)</b>	<b>Unit 12: What do Christians believe about Agape?</b>
<b>Purpose / intent of the unit</b>	To understand Hindu beliefs about the nature of God, forgiveness, respect, karma and reincarnation	To identify the use of the word ‘atonement’ in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus To know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer	To explore how the Christian belief of Agape are reflected in the words and example of Jesus and put into practice by Christians in the present day. To recall and understand the importance of what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount
<b>Step/s towards achieving the unit Intent.</b>	To learn about Hindu Gods. To understand the nature of God in Hinduism	To know that ‘atonement’ originally meant “at-one-ment”, which means being “at one” or harmony, with someone.	To explore the meaning of Agape and differentiate between secular love and the unconditional, selfless love as demonstrated by Jesus. “As I have loved you, so you must love one another.” John
<b>Step/s towards achieving the unit Intent.</b>	To learn about Hindu Gods and Hindu Books called the Vedas To understand the importance of the River Ganga and the god Shiva. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship.	To identify the use of the word ‘atonement’ in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.	Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount-Matthew 5 1-12 & 43-46
<b>Step/s towards achieving the unit Intent.</b>	To understand that Hinduism teaches there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it.	To know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven. To understand that Christians use a range of theories and metaphors to explain how this reconciliation works. – Humans have not lived in the way God intended – they have sinned	Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount-Matthew 5 1-12 & 43-46.

		<ul style="list-style-type: none"> <li>– Having broken God’s Law, humans should have been punished. (Romans 6:23)</li> <li>– Jesus is without sin</li> <li>– He sacrifices himself in the place of humanity</li> <li>– Because Jesus is without sin, he ‘pays the price’ which should have been paid by humanity’. (Galatians 3.13)</li> </ul>	
Step/s towards achieving the unit Intent.	To know that the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons (AMV Unit 7, 10) To recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa	To know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven – The Last Supper and the Easter Story	To understand Jesus’ sermon on the mount and what he taught about revenge and reconciliation.
Step/s towards achieving the unit Intent.	To recall the Hindu greeting Namaste and its meaning: ‘I respect you’, because Hindus believe the same God is inside every heart and must be treated as one world-family.	To know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer – The Easter Story Crucifixion and Resurrection	To learn about how easy is forgiveness, through the story of the parable of the unforgiving servant
Step/s towards achieving the unit Intent.	To recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.	To understand Christian beliefs and Christian practices relating to Easter – Holy Communion/ Resurrection / atonement To interview a Christian	To consider how each of their talents can be used to help others – the Parable of the Talents
Step/s towards achieving the unit Intent.	To understand what Hindus mean by karma	To reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.	To understand how Christians put the commandment to love into practice. To explore examples of what Christians are doing today to live out these beliefs.
<b>Outcome of the learning opportunity</b>	<p>I can explain the Hindu understanding of God</p> <p>I can retell the story of Shima and the River Ganges</p> <p>I can retell the story of Holika and explain why it is important to Hindus</p> <p>I can discuss and explain the Hindu beliefs of Ahimsa and Karma/ Reincarnation</p> <p>I can understand the importance of Namaste and Aum</p> <p>I can make connections and links between religions</p>	<p>I can explain what Christians believe about forgiveness and atonement</p> <p>I can collect ideas for Acts of kindness</p> <p>I can understand why Easter is important and why Christians believe Jesus is their saviour</p>	<p>I can discuss forgiveness and why it is important to forgive</p> <p>I can identify some of the things Jesus taught about unconditional love</p> <p>I can understand how parables teach Christians important messages about how to live life</p> <p>I can give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today.</p>
<b>Specific knowledge vocabulary linked to the unit of learning</b>	dharma, deity, atman, afterlife, samsara, swarg, narak, karma, moksha, Brahman, resurrection, reincarnation, rebirth, meditation, Maitri Upanishad, ghost, enlightenment, Buddha,	Emmanuel, atonement, pardoning, Eucharist, redemption, communion, liturgy, scripture, sacrament, debt, baptism, pardoning, saviour, unconditional love, blessed, revenge, reconciliation, judgement,	Agape, love, sacrificial, selfless, unconditional, Beatitudes, blessed, revenge, reconciliation, reconcile, judgement, sin, forgiveness, sin, forgiveness,

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Key RE skills and terminology underpin the progression of our Neroche RE curriculum.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>What do Christians believe about God and Incarnation (Jesus)?</b>	Jesus, Bible, Old Testament, New Testament, creation, harvest, forgive, love, prayer, worship, almighty (all powerful)		God’s word, parable, the Trinity (Father, Son, Holy Spirit) baptism, communion, creed, lectern, Christ, Lord, Messiah, Son of god		Gospel, divine, incarnation, Immanuel, omniscient (all-knowing), omnipresent, pure, holy, steward, stewardship, greed, gluttony, selfishness, consumer society, Pollution	
<b>What do Jewish people believe about God, the Covenant and the Torah?</b>	Jewish, star of David, symbol, Tanakh (old testament) Hebrew	Torah, synagogue, Simchat Torah, Moses, Sabbath, kippah, challah, tallit, yad, ketubah, chuppah, mazel tov	Abraham, exodus, Passover, Seder, commandments, Moses, covenant, matzah, Wailing Wall, Temple Mount, Jerusalem, Israel, mezuzah, the Shema, rabbi, tefillin, Nevi'im, Ketuvim, Talmud, mishnah, mantle		Bar Mitzvah, Bat Mitzvah, Kosher, parve, Rosh Hashana, blessing, pardon, atonement, Yom Kippur, shofar, levaya (funeral), Shiva, yahrzeit	
<b>What do Muslim people believe about Islam and Iman?</b>			Allah, Muhammed, Khalifah, creator, shaper, Qu’ran, mosque, prayer mat, Mecca (Makkah) five pillars, minaret, mihrab			Salah/Salat, Ka’bah, wudu, sujud, shahada, kalimah, arabesque, Shariah, Ramadan, Eid-ul-Fitr, Eid Mubarak, hadith, trustee, Bilal, calligraphy, arabesque, al-khaliq, al-musawwir, Lailat-al-Qadr (Night of Power) Hajj, Ka’bah, Mount Arafat, Zam zam water, ihram

<b>What do Hindu people believe about Deity, Dharma and Atman?</b>				Hindu, India, Dharma, Aum (Om), Rama, Sita, the Ramayana, Lakshmana, king Ravanna, Deity, Brahman, Krishna, avatar, Vishnu, Radha, atman, puja, mandir, shrine, incense, murti, aarti	(Year 5) Veda, Shiva, Ganges, Holi, Holika, Prahlad, ahisma, namaste, samsara, reincarnation, moshka, Law of Karma	
<b>What do Christians believe about Salvation and Agape?</b>		Verses, chapter, cross, new life, resurrection, symbol, Good Friday, Palm Sunday, last supper, crucifixion, garden of Gethsemene Good Samaritan, love, kind, forgiving, disciple, mercy, unmerciful, Lord's prayer, charity		Saviour, forgiveness, sin, fall, humanity, lent, Shrove Tuesday, Ash Wednesday, triumphal entry, Maundy Thursday, prodigal son. Jewish, Jericho, priest, selfless, self-sacrificing, parable, compassion,		Emmanuel, atonement, pardoning, Eucharist, redemption, communion, liturgy, scripture, sacrament, debt, baptism Unconditional, Beatitudes, blessed, revenge, reconciliation, judgement, levite
<b>How do Humanists live?</b>	atheist, humanist, celebration			agnostic, Happy human, secular	British Humanist Association (BHA)	