

Leigh St Peter's CE Primary School

"Let Your Light Shine" Matthew 5:16

Headteacher: Mr K Robinson BSc (Hons), NPQH
Deputy Headteacher: Mrs S Dring MA, BA (Hons)
Chair of Governors: Mrs M Hughes

Religious Education Curriculum

Year Group						
Nursery EYFS	Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community.				
	Understanding the World	Continue to develop positive attitudes about the differences between people.				
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception EYFS	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
Reception Theme	Links with Hello Friend: Understanding the World: Sharing outings: Bring photos into school of special places they go with their families - places of worship - outings, trips and visits - display or make a class book to enable children to revisit and talk about the photos and places.	Links with Leaf Thief: People, Culture & Communities: Diwali - Have a Diwali Party - dress up, taste Indian food, find India on a map, create Rangoli patterns and Mendhi patterns, read information books, listen to Bangra music and dance, sing Diwali songs,	Links with Fantastic Fish: Understanding the World: Recognise some similarities and differences between life in this country and other countries - Explore the natural world around them.	Links with How to Grow a Dinosaur: Understanding the World - People, Culture & Communities - Understand that some places are special to members of their community - Recognise that people have different beliefs and celebrate special times in different ways -	Links with Jack and the Beanstalk: Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting	Links with Emma Jane's Aeroplane: Understanding the World: Recognise some similarities and differences between life in this country and other countries - Explore the natural world around them.



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		make cards & sweets for friends.		Recognise some similarities and differences between life in this country and other countries.	environments drawing on their experiences and what has been read in class.	
		<p>Links with Stanley Stick: Understanding the World: Understand that some places are special to members of their community - Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Culture & Communities: A visit from a Vicar. Children to look at special things related to a church e.g. bible, candle, communion wine cup and collar.</p>	<p>Links with The Storm Whale in Winter: Understanding the World: Recognise some similarities and differences between life in this country and other countries - Explore the natural world around them.</p>	<p>Links with There's no Dragon in this story: Understanding the World: Natural World: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Links with The Very Hungry Caterpillar: Natural World -Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.</p>	<p>Links with You Can't take an Elephant on a bus: Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class</p>



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Year 1 Key Stage 1	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
Year 2 Key Stage 1	Unit 13 What is the good news Christians believe Jesus brings? (Gospel)	Unit 14 What is the good news Christians believe Jesus brings? (Gospel)	Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)	Unit 16 Why does Easter matter to Christians? (Salvation)	Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam)	Unit 18 What makes some places special to believers? (Thematic)
Year 3 Lower Key Stage 2	Unit 19 What is it like for someone to follow God? (People of God)	Unit 20 What is the Trinity and why is it important for Christians? (Incarnation/God)	Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creation story? (Creation/Fall)	Unit 24 How and why do people try to make the world a better place? (Thematic)
Year 4 Lower Key Stage 2	Unit 25 What kind of world did Jesus want? (Gospel)	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Unit 27 What do Hindus believe God is like? (Hindus)	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)	Unit 30 How and why do people mark the significant events of life? (Thematic)



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Year 5 Upper Key Stage 2	<p>Unit 31 <i>What does it mean if Christians believe God is Holy and loving?</i> (God)</p> <ol style="list-style-type: none"> 1. What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? 2. What does the Bible say God is like? 3. How can ideas of God be expressed in art? 4. How do some Christians respond to a holy and loving God? 5. How do churches and cathedrals reflect Christian ideas about God? 6. What does it mean if Christians believe God is holy and loving? 	<p>Unit 32 <i>What does it mean to be a Muslim in Britain today? (Islam)</i></p> <ol style="list-style-type: none"> 1. How many Muslims and how many mosques are there in Britain? 2. How might the five pillars affect the lives of Muslims in Britain today? 3. Why is Zakah/charity important to Muslims? How is charity important to you? 4. Why do Muslims go on pilgrimage? 5. Why do Muslims go on pilgrimage? 6. What does it mean to be a Muslim in Britain today? 	<p>Unit 33 <i>Why is the Torah so important to Jewish people? (Judaism)</i></p> <ol style="list-style-type: none"> 1. What do Jewish people look like, and where do we find Jewish people in the UK? 2. What is the Torah? What is a Sefer Torah? 3. Why are there different types of synagogues in the UK? 4. How does the Torah influence what Jewish people might eat? 5. How are Jewish people adapting festivals in the UK? 6. Why is the Torah important to Jewish people? 	<p>Unit 34 <i>Creation and science, conflicting or complimentary? (Creation/Fall)</i></p> <ol style="list-style-type: none"> 1. What can we find out about the creation story in Genesis 1? 2. What might many Christians see as important in Genesis 1? 3. What relationships do scientists have with religious worldviews? 4. How and why do some Christians see both science and religion as important? 5. What are some different Christian views about the relationship between science and religion? 6. Science and religion: conflicting or complementary? 	<p>Unit 35 <i>How can following God bring freedom and justice? (People of God)</i></p> <ol style="list-style-type: none"> 1. What can we learn about the story of the Exodus in the Bible? 2. Where do we think the Exodus story shows Moses' trust in God? 3. How might the Exodus story help Christians when life gets tough? 4. What do we think about the importance of the Ten Commandments? 5. How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world? 6. What can we say about the Exodus story, its themes and its importance for Christians today? 	<p>Unit 36 <i>What matters most to Humanists and Christians? (Thematic)</i></p> <ol style="list-style-type: none"> 1. What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them? 2. Who is a Humanist? What codes for living do non-religious people use? 3. Who is a Humanist? What codes for living do non-religious people use? 4. What values matter most to Christians? How does it show? How can our different values be discussed? 5. How do Humanists and Christians know how to act? What do they base their decisions on? 6. What matters most to Humanists and to Christians?



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Year 6 Upper Key Stage 2	<p>Unit 37 <i>Christians and how to live: what would Jesus do? (Gospel)</i></p> <ol style="list-style-type: none"> Where do Christians find out about what Jesus did? Why do Christians think it is wise to follow Jesus' teachings? What was Jesus' sermon on the mount about? How do some Christians follow Jesus' example in caring for those in need? (part 1) How do some Christians follow Jesus' example in caring for those in need? (part 2) How far do Jesus' teachings and actions inspire others? 	<p>Unit 38 <i>Why do Christians believe that Jesus was the Messiah? (Incarnation)</i></p> <ol style="list-style-type: none"> What was going on that meant the People of God needed a saviour? What kind of rescuer/Messiah were people expecting? Why do Christians believe Jesus fulfils the expectations of the Messiah? Why do most Christians believe Jesus is the Messiah? How does Christmas fit in with Christian beliefs about Jesus? Why do Christians believe that Jesus was the Messiah? 	<p>Unit 39 <i>Why do Hindus want to be good? (Hindus)</i></p> <ol style="list-style-type: none"> Who or what is Brahman? What is atman? What can be learned about atman through a Hindu story? What is samsara? Why is atman important? What else is important? How might dharma affect the way someone lives their life? What is ahimsa and how does it affect the lives of Hindu people? Why do Hindus want to be good? 	<p>Unit 40 <i>What difference does the resurrection make to Christians? (Salvation)</i></p> <ol style="list-style-type: none"> Why do Christians believe Jesus was resurrected? How do many churches mark Good Friday and Easter Sunday? What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? When and why might a Christian have to stand up for their beliefs? Why do Christians have hope even when someone dies? What difference does the resurrection make to Christians? 	<p>Unit 41 <i>For Christians, what kind of king is Jesus? (Kingdom of God)</i></p> <ol style="list-style-type: none"> In Jesus' parables, who is invited into God's kingdom? According to Jesus' teachings, how important is forgiveness in God's kingdom? How does Christian Aid try to make the world more like God's kingdom? How do Christians see God's kingdom as being now and in the future? For Christians, what are the features of God's kingdom and Jesus' kingship? How do Christians try to live in God's kingdom? 	<p>Unit 42 <i>Why do some people believe in God and some not? (Thematic)</i></p> <ol style="list-style-type: none"> Belief in God: what patterns can we see in our local area, our country and our world? What do we mean by agnostic, atheist or theist? How can psychology help us understand what people mean when they think about the idea of God? What can we learn from theology about the idea of God? Why do some people believe that God does not exist? Why do some people believe in God and some people not? Where do I stand?

