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|  | Autumn | Spring | Summer |
| **EYFS**  **Reception** | **Unit Topic Questful RE Harvest**  THEME: Christianity, Judaism, Creation  Why we say thank you to God at harvest time and talk about him being creator.  *Skills: Investigate, Reflect, Empathise,*  **Unit Topic Questful RE Christmas**  THEME: Christianity, New Testament  Explore the nativity story in a variety of ways pupils know that Christmas is the celebration of Jesus’ birth.  *Skills: Investigate, Reflect, Empathise,* | **Unit Topic Questful RE Stories Jesus Told**  THEME: Christianity, Judaism, New Testament, Inspirational people,  The Parables. Jesus told these stories to teach us about God and how to live our lives.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Apply.*  **Unit Topic Questful RE Easter**  THEME: Christianity, New Testament  Discussion of the emotions in the stories and the children’s own experiences related to the events in the stories.  *Skills: Investigate, Reflect, Empathise,* | **Unit Topic Questful RE Stories Jesus Heard**  THEME: Christianity, Judaism, Islam, Old Testament, Inspirational people,  Stories from the Old Testament exploring the feelings and characteristics of the people in these stories.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Analyse.*  **Unit Topic Questful RE Friendship What makes a good friend?**  THEME: Christianity, Judaism, Old Testament, New Testament, Inspirational people,  Discussions about friends and friendship, stories about Jesus with his friends. Talking about Christians being friends of Jesus. Symbols of friendship. The story of Ruth and Naomi.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Apply, Analyse.* |
| **KS1**  **Year 1** | **Unit Topic A.S 1.1 Who is a Christian & what do they believe?**  THEME: Christianity, New Testament  What Christians believe about God and about Jesus as the Son of God. stories about Jesus and stories that Jesus told.  *Skills: Investigate, Express, Interpret, Reflect, Discern, Enquire, Analyse.*  **Questful RE 1.3 Christmas - Why do we give & receive gifts?**  THEME: Christianity,  Understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God  *Skills: Investigate, Reflect, Empathise,* | **Unit Topic A.S 1.5 What makes Some Places Sacred?**  THEME: Christianity, Judaism, Islam  Pupils learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Enquire, Analyse.*  **Unit Topic A.S 1.6 How & Why Do We Celebrate Special & Sacred Times?**  THEME: Christianity, Judaism, Old Testament, New Testament  Pupils learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid‐ul‐ Fitr.  *Skills: Investigate, Express, Interpret, Reflect, Discern, Enquire, Analyse.* | **Unit Topic Questful RE 1.2 God and Creation**  THEME: Christianity, Judaism, Islam, Creation, Old Testament, Prayer  Listening to the story of Creation, taking time to look at God’s beautiful creation, writing prayers of thanks and praise.  *Skills: Investigate, Reflect,* *I*nterpret  **Unit Topic A.S 1.7 What does it mean to belong to a Faith Community?**  THEME: Christianity, Judaism, Islam  Enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community, about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Enquire, Analyse.* |
| **KS1**  **Year 2** | **Unit Topic A.S 1.8 How should we care for others and the world, and why does it matter?**  THEME: Christianity, Judaism, Old Testament  Enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa or a local believer, the Jewish practice of Tzedekah and Sukkot celebrations pupils  learn about how beliefs turn into actions for many religious and non-religious people.  *Skills: Investigate, Express, Reflect, Empathise, Apply, Analyse.*  **Unit Topic Questful R.E 2.7**  THEME: Christianity,  Hearing and retelling stories of Mary and Joseph, the shepherds and the wise men.  Discussing the feelings of the characters and writing poems. Making the connection to God’s big story and the Old Testament prophesy.  *Skills: Enquire, Interpret, Reflect, Empathise.* | **Unit Topic A.S 1.4 What can we learn from sacred books?**  THEME: Christianity, Judaism, Islam, New Testament  Enables pupils to find out about sacred books from more than one religion. Pupils begin by recapping their work on special books and thinking about what makes a book ‘holy’, then move onto looking at stories and teachings in holy books finding out what these mean for believers.  *Skills: Investigate, Interpret, Reflect, Empathise, Apply, Discern, Analyse.*  **Unit Topic Questful RE 2.4 Easter signs and symbols**  THEME: Christianity, New Testament  The Symbolism of the Paschal candle. Look at a variety of crosses and make one.  *Skills: Investigate, Interpret, Reflect,* | **Unit Topic A.S 1.2 Who is a Muslim and what do they believe?**  THEME: Islam, Inspirational people,  Enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Apply, Enquire..*  **Unit Topic A.S 1.3 Who is Jewish and what do they believe?**  THEME: Judaism,  Enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Enquire.* |
| **KS2**  **Lower**  **Year 3** | **Unit Topic Questful R.E 3. 1 Called by God?**  THEME: Christianity, Judaism, Islam  This unit gives children an opportunity to consider what it means to be called by God and the responses people have made to that call.  *Skills: Interpret, Reflect,*  **Unit Topic A.S L2.5 Why are festivals important to communities?**  THEME: Christianity, Judaism, Islam,  Enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration.  *Skills: Investigate, Express, Interpret, Reflect, Enquire, Analyse.* | **Unit Topic Questful R.E 3.3**  **Jesus the Man who changed Lives**  THEME: Christianity, Inspirational people,  Discuss the concept of change finding answers to the key questions.  *Skills: Investigate, Empathise, Analyse*  **Unit Topic Questful R.E 3.4**  **Exploring the sadness and joy of Easter**  THEME: Christianity,  Children explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week. They discover how the services held in churches during Holy week reflect the sadness and joy. The unit develop further the pupils’ understanding of the concept of salvation.  *Skills: Investigate, Interpret, Reflect, Empathise* | **Unit Topic A.S L2.4 Why do People Pray?**  THEME: Christianity, Judaism, Islam, Prayer  Enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.  *Skills: Investigate, Express, Interpret, Reflect, Apply, Analyse.*  **Unit Topic U.C** **2A.3 What is the Trinity?**  THEME: Christianity,  Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son & God the Holy Spirit. They believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his Follower. Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help express this belief. They believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.  *Skills: Express, Interpret, Reflect, Analyse.* |
| **KS2**  **Lower**  **Year 4** | **Unit Topic A.S L2.9 What can we learn from religions about what is right and wrong?**  THEME: Christianity, Judaism, Islam, Rules,  Enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism.  *Skills: Investigate, Express, Interpret, Apply, Discern, Enquire, Analyse.*  **Unit Topic Questful RE 4.2 Christmas exploring the symbolism of light**  THEME: Christianity,  Discussing the key questions.  Considering how Jesus and the actions of his followers brings light into people’s lives.  *Skills:*  Reflect, Empathise, Apply, Interpret,  Investigate | **Unit Topic A.S L2.6 Why do some people think life is a journey?**  THEME: Christianity, Judaism, Islam, Hinduism  Enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Enquire, Analyse.*  **Unit Topic Questful RE 4.4 Exploring Easter as a story of betrayal & trust**  THEME: Christianity, Islam, Hinduism,  Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. Deepen pupil’s understanding of the concept of salvation. Focus on the significance of the incidents of betrayal and trust in the Easter story.  *Skills: Investigate, Empathise, Analyse.* | **Unit Topic U.C 2A.2 People of God What is it like to follow God?**  THEME: Christianity, Judaism, Old Testament, Rules,  Children learn that the Old Testament tells the story of a particular group of people, and their relationship with God. They believe his promises to stay with them & Bible stories show how God keeps his promises. Christians believe that, through Jesus, all people can become the People of God.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Enquire, Analyse.*  **Unit Topic A.S L2.8 What does it mean to be a Hindu in Britain today?**  THEME: Hinduism, Prayer, Inspirational people,  Enables pupils to learn about key aspects of Hindu belief and worship.  *Skills: Investigate, Express, Interpret, Reflect, Enquire, Analyse.* |
| **KS2**  **Upper**  **Year 5** | **Unit Topic A.S U2.1 Why do some people believe God exists?**  THEME: Christianity, Judaism, Islam,  Enables pupils to learn in depth from different religious and non-religious groups about belief in God.  *Skills: Investigate, Reflect, Discern, Enquire, Analyse.*  **Unit Topic U.C 2B.4 Was Jesus the Messiah?**  THEME: Christianity, Judaism,  Children will understand that Jesus was Jewish, that Christians believe that Jesus is God in the flesh and that His birth, life, death & resurrection were part of a longer plan by God to restore the relationship between humans and God. Christians see Jesus as their Saviour.  *Skills: Investigate, Express, Interpret, Reflect, Enquire, Analyse.* | **Unit Topic A.S U2.6 What does it mean to be a Muslim in Britain today?**  THEME: Islam, Prayer, Inspirational people, Rules,  Enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.  *Skills: Investigate, Express, Interpret, Reflect.*  **Unit Topic A.S U2.2 What would Jesus Do? Can people live by the values of Jesus in the 21st Century?**  THEME: Christianity, Inspirational people,  This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Apply, , Analyse.* | **Unit Topic A.S U2.4 If God is everywhere why go to a place of worship?**  THEME: Christianity, Judaism, Islam,  Enables pupils to learn in depth from different religious and spiritual ways of life about worship, and places of worship.  Pupils learn about the various purposes of a place of worship as well as how believers see these places.  Pupils think about the idea of God’s presence on earth and in believers’ lives.  *Skills: Investigate, Express, Interpret, Reflect, Enquire, Analyse.*  **Unit Topic Questful RE 5.5 Exploring the lives of significant women in the Old Testament**  THEME: Judaism, Old Testament, Inspirational people,  To explore the story and festival of Purim.  To discuss choices, values and behaviour.  *Skills: Investigate, Reflect, Empathise,* |
| **KS2**  **Upper**  **Year 6** | **Unit Topic U.C 2B.2 Creation & Science: Conflicting or Complimentary?**  THEME: Christianity, Judaism, Islam, Creation, Old Testament  There is much debate & some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts, these relate to the purpose and interpretation of the texts. Does Genesis as a poetic account conflict with scientific accounts?  *Skills: Investigate, Interpret, Reflect, Apply, Enquire, Analyse.*  **Unit Topic Questful RE 6.2 How do Christians prepare for Christmas?**  THEME: Christianity, Judaism, Old Testament  Discuss in what ways Jesus fulfilled the Old Testament prophesies.  Think about what John’s message would be today.  Talk about the pupils’ hopes and dreams.  Be introduced to the belief that Christ will come again.  *Skills:*  Enquire, Synthesise, Analyse, Reflect,  Evaluate, Apply | **Unit Topic A.S U2.3 What do religions say when life gets hard?**  THEME: Christianity, Judaism, Islam, Hinduism  Enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death.  *Skills: Investigate, Express, Interpret, Reflect, Empathise, Analyse.*  **Unit Topic Questful RE 6.3 Why do Christians celebrate the Eucharist?**  THEME: Christianity, New Testament  Using the Bible to find answers to the key questions.  *Skills:*  Investigate, Apply, Enquire, Synthesise,  Analyse | **Unit Topic A.S U2.7 What matters most to Christians & Humanists?**  THEME: Christianity,  Enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life.  *Skills: Investigate, Express, Interpret, Reflect, Enquire, Analyse.*  **Unit Topic A.S U2.5 Is it better to express your religion in art & architecture or in charity & generosity?**  THEME: Christianity, Islam, Hinduism  Enables pupils to learn in depth from two different religions about why their holy  buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.  *Skills: Investigate, Express, Reflect, Empathise, Apply, Enquire, Analyse.* |