



Year group: Year 1

Term: Autumn 1

Subject: Religious Education – I.1 What do Christians believe God is like?

Prior learning

EYFS Children have learnt about why the word God is special to Christians. They have also been taught about the Christmas Story and Easter Story.

What comes next?

Year 1.

(1.2) Why does Christmas matter to Christians? How and why do we celebrate special times?

Year 2

(1.12) What is the 'Good News' Christians believe that Jesus brings?

(1.6) Why does Easter matter to Christians?

Key vocabulary

God, creator, Jesus, Christian, parable

Notes and guidance

Give pupils part of a piece of art of the Lost Son to work out what they think is happening. Use a photo frame to isolate parts of the picture and allow pupils to focus upon them. Encourage pupils to say what they can see in each part of the picture, colours used and mood conveyed. Ask pupils to imagine what the rest of the story might be, then complete the picture to show the rest of the story.

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To identify what a parable is.

To tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving father.

Disciplinary Knowledge

To give at least two examples of ways in which Christians show their belief in God as loving and forgiving e.g. by saying 'sorry' and forgiving others.

Procedural Knowledge

To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

Learning Outside The Classroom

- First activity (picture of the Lost Son) could be done in the hall for extra space
- Role play the story outside the classroom



Year group: Year 2

Term: Autumn 1

Subject: Religious Education – I.II Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?

Prior learning

EYFS

Pupils learnt about being special and thinking about where we belong. They also learnt about which places are special and why.

What comes next?

Year 6

(2.12) What impact do people's beliefs have in their lives?

Key vocabulary

Inspiring, leaders, holy or sacred,
Prophet, Lord

Notes and guidance

Ask the children what makes an inspiring leader? Think of examples from sports, fiction, films, local and personal examples

Christianity: share stories from the life and teachings of Jesus and how these are important to Christians today. How was he a good leader?

Islam: share stories from the life and teachings of Prophet Muhammad (PBUH) and how these are important to Muslims today. How was he a good leader?

Judaism: share stories from the life and teachings of Moses and how these are important to Jews today. How was he a good leader?

Investigate local leaders in places of worship, what is their role? How do they care for the wider community? You could write a class letter asking questions.

Class display about people who inspire us.

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To identify at least three people from religions who are admired by believers as good followers of God and remember stories about them.

Disciplinary Knowledge

To identify characteristics in inspiring people in religions, loyal leaders and people who influence the pupils themselves.

To give simple spoken examples of inspiration e.g. Muhammad (PBUH) inspired people to ... by ...

Procedural Knowledge

To talk about links between the work and the question: who inspires me?

Links to other curriculum areas

PSHE

End Points

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Learning Outside The Classroom

- Have a local leader come into school to answer questions/share what they do



Year group: Year 3

Term: Autumn 1

Subject: Religious Education – L2.6 Values: what matters most to Humanists and Christians?

Prior learning

KSI

Year 1 Children will have learnt about who celebrates what, how and where in Sandwell. They will have also learnt about where and how Christians, Sikhs and Muslims worship.

Year 2 Children will have learnt about how and why some books are holy.

What comes next?

Year 3

(2.1) What are the deeper meaning of religious festivals?

Year 5

(2.2) An enquiry into a place of worship.

Key vocabulary

Humanist, atheist, agnostic, rationality, theist

Notes and guidance

Starter- talk to the children about what kinds of behaviour and actions they think are bad? (examples from books, films, video games, TV etc)

Ensure children know that the meaning of Humanism. Talk to the children about being respectful for different opinions and when debating knowing it's okay to think differently to others.

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To identify and explain beliefs about why people are good and bad.
To make links with sources of wisdom that tell people how to be good
e.g. Christians ideas of 'being made in the image of God but fallen'
whereas Humanists believe people can be 'good without God' and exist
without a designer and can live the one life we have for the wellbeing
of all.

Disciplinary Knowledge

To make clear connections between Christian and Humanist ideas about
being good and how people live.
To suggest reasons why it might be helpful to follow a moral code and
why it might be difficult, offering different points of view.

Procedural Knowledge

To raise important questions and suggest answers about how and why
people should be good, connecting the values studied and their own
values thoughtfully.

Links to other curriculum areas

PSHE

End Points

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Learning Outside The Classroom

- Have a visitor come into school to answer questions/discuss beliefs



Year group: Year 4

Term: Autumn 1

Subject: Religious Education – L2.7 What kind of world did Jesus want?

Prior learning

EYFS Children have learnt about why the word God is special to Christians. They have also been taught about the Christmas Story and Easter Story.

Year 3

(UC 2.3) What do Christians learn from the creation story?

(UC 2.10) For Christians, when Jesus left, what was the impact of Pentecost?

What comes next?

Year 4

(UC 2.5) What is the Trinity and why is it important to Christians?

Year 5

(UC) What does it mean if Christians believe God is holy and loving?

Key vocabulary

Jesus Christ (Messiah), Gospel, good news, disciple

Notes and guidance

Get children to think about their favourite possessions and what they do on the weekend. Read the account of Jesus calling his first disciples (Matthew 4:18-22) note what Jesus asks these people to do – would the children be willing to give up their weekends? Or their favourite possession? What would the disciples think?

Recall the meaning of 'gospel' (good news) and share stories that show the kind of world Jesus wanted. Look into local churches, how are they making the world like the one Jesus wanted?

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To identify texts that come from a Gospel, which tells the story of the life and teachings of Jesus.

To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

To suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian.

Disciplinary Knowledge

To give examples of how Christians try to show love for all including how Christian leaders try to follow Jesus' teaching in different ways.

Procedural Knowledge

To make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom

- Visit a local church



Year group: Year 5

Term: Autumn 1

Subject: Religious Education – U2.1 What does it mean for Christians to believe that God is holy and loving?

Prior learning

EYFS – F1 What is the word God special to Christians?

Year 3

LKS2.10_ For Christians, when Jesus left, what was the impact of Pentecost?

Year 4

LKS 2.7 What kind of world did Jesus want?

What comes next?

Year 6 (UKS 2.8) Christians and how to live: what would Jesus do?

Key vocabulary

Trinity, holiness, spiritual, architecture, devotion, symbol

Notes and guidance

Starting point – what would this God be like? Collect ideas from their previous study of religions in RE, naming specific ideas from different traditions where they can.

Bear in mind the prohibition on depicting God in Judaism and Islam

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To identify some different types of biblical texts using technical terms accurately and connecting the terms to Christian beliefs.

Disciplinary Knowledge

To make clear connections between Bible texts studied and what Christians do to worship God e.g. through how cathedrals are designed.

Procedural Knowledge

To weigh up how biblical ideas and teachings about God as loving and holy might make a difference in the world today, developing insights of their own.

Links to other curriculum areas

PSHE

End Points

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Learning Outside The Classroom



Year group: Year 6

Term: Autumn 1

Subject: Religious Education – U2.9 What will make our community in Sandwell a more respectful place?

Prior learning

EYFS – Children have learnt about different religious festivals and they have celebrated peers in the class who celebrated. They have also spent time comparing each other and finding out that we are all different.

Year 5 – What can we learn from religion from Temptation?
Hindu, Jewish and Islamic Prayer.

What comes next?

KS3

3.13 green issues and religions: what can different communities do to respond to the climate crisis?

Key vocabulary

Respect, tolerance, diversity, equal opportunity, religion, culture

Notes and guidance

Starting point – play a simple guessing game about the statistics of religion in the West Midlands / Sandwell / Britain. How many Christians? How many Sikhs? How many Muslims? How many are not religious / don't have a religion? Any surprises from the data?
– Links can be made to Geography.

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To explain beliefs about the value of religious and cultural diversity in their local town/community.

To describe examples of texts which explain why honouring all humans is important in different religions/beliefs.

Disciplinary Knowledge

To make clear connections between belief in the 'Golden Rule' and the needs of mixed community, using examples of the impact of inter faith work in our communities.

Procedural Knowledge

To explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.

To give good reasons for their views about harmony in our communities.

Links to other curriculum areas

PSHE

Geography

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
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3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

Learning Outside The Classroom

- Use of Digi maps