



Year group: Reception

Term: Spring 1

Subject: Religious Education – FI: Why is the word 'God' special to Christians?

Prior learning

EYFS – children will have taken part in the Nativity in Nursery and they will have heard the Christmas Story.

What comes next?

Year 1

Children will learn about Why Christmas matters to Christians and they will learn about how and why we celebrate special times.

Notes and guidance

Outdoor learning will encourage the conversations linking to what children like about nature

Creation story

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

God, creator, Christian, Bible, religion

Substantive Knowledge

To begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus

To retell religious stories

Disciplinary Knowledge

To recall simply what happens at a traditional Christian festival (Christmas)

Procedural Knowledge

To talk about people who are special to them including their family and friends

To make connections with personal experiences

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 opportunities

Use the woodlands for opportunities to link Christian's beliefs about nature and God



Year group: Year 1

Term: Spring 1

Subject: Religious Education – 1.3 Who celebrates what? How and where? Celebrations that matter in Sandwell.

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 1 (UC 1.1) What do Christians believe God is like? (1.2) How and Why do we celebrate special times?

What comes next?

Year 2

(1.10) How and why are some books holy? Sacred words.

Notes and guidance

Videos on Bitesize to help with stories

Stories: Rama and Sita, Easter story, story of 5Ks

Give children opportunity to do some of the things they do to celebrate

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Festival, celebration, symbol, remembering, religious

Learning Outside The Classroom opportunities

Take part in variety of activities different people do to celebrate

Substantive Knowledge

To recognise a special time pupils celebrate and explain simply what celebration means

To identify and name a least three different festivals, giving two facts about each one

To identify a belief that connects to a festival e.g. they do it because they believe

Disciplinary Knowledge

To give simple examples of the ways a festival makes a difference e.g. to emotions and family

To talk about features in festival stories that made people feel happy or sad and compare with own experiences

To notice and suggest a meaning for some symbols used in the celebrations they learn about e.g. light, water, signs of togetherness

Procedural Knowledge

To think, talk and ask questions about big days in different religions

Talk about links to how people celebrate today and in the past

Notice and find out about simple similarities special food, sacred people, music, stories, gifts, prayers, gatherings

Links to other curriculum areas

PSHE

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Year group: Year 2

Term: Spring 1

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

Prior learning

EYFS

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

Year 1 (1.2) How and why do we celebrate special times? (1.1) What do Christians believe God is like?

What comes next?

Year 3

(LKS 2.3) What do Christians learn from the Creation Story?

Notes and guidance

Look into the local foodbank and supporting the homeless when discussing ways of Christians helping others

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

God, Jesus, Gospel, incarnation, Christian

Substantive Knowledge

To tell stories from the Bible and recognise a link with the concept of Gospel or good news.

To give clear simple accounts of what Bible texts e.g. Matthew and the tax collector mean to Christians.

Disciplinary Knowledge

To give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives e.g. charity and confession.

Procedural Knowledge

To think, talk and ask questions about whether Jesus' good news is only good for Christians or if there are things for anyone to learn about how to live giving reason for their answer.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom opportunities

Ask someone who volunteers/works at foodbank to come in and speak to children



Year group: Year 3

Term: Spring 1

Subject: (LKS 2.11) Keeping the five pillars of Islam. How do Muslim beliefs make a difference to their way of living?

Prior learning

EYFS children have explored Eid, Diwali, Easter and Christmas.

KSI

Year 1 – Beginning to learn Islam. What can we learn from the stories of the Prophet?

Year 2 – Beginning to learn Islam. What can we learn from Muslims in Sandwell.

What comes next?

Year 4

(2.12) Why does Prophet Muhammed matter to Muslims?

Notes and guidance

To see photographs and video of the Hajj try the following websites

www.bbc.co.uk/religion/galleries/hajj

www.channeSome pupils, Step 5:.com/culture/microsites/H/hajj/index.html

<http://www.bbc.co.uk/learningzone/clips/>

clip 6236

An animated story of a hajj journey can be found at

<http://www.bbc.co.uk/learningzone/clips/>

clip3920

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Pillars, Prophet, Shahadah, Prayer, Charity, Fasting, Pilgrimage

Substantive Knowledge

To identify and describe the 5 pillars of Islam and the beliefs they express.

To consider questions about what Muslims believe e.g. is submission to Allah and generosity a good way to live?

Disciplinary Knowledge

To make simple connections between beliefs about Allah and the 5 pillars.

To describe how people show devotion in Islam.

Procedural Knowledge

To ask questions about why the Pillars are practised by so many millions.

To express their own ideas about the meaning and value of rituals like these.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom

- Have someone in who practises /video call/pre film them



Year group: Year 4

Term: Spring 1

Subject: LKS2.9 How do festivals and family life show what matters to Jewish people? (God/Torah/The Jewish people)

Prior learning

UL 2.1 What are the deeper meaning of religious festivals?

What comes next?

Year 5

(UKS 2.5) Hindu, Jewish and Islamic Prayer.

Notes and guidance

Give pupils a range of texts from the Torah in child friendly language.

Explain that although for most Christians, the whole of the Bible is their holy book, for Jews the Torah is the holy book. The 5 books of the Torah and the first 5 books of the Old Testament are the same, so it is for this reason that Jews and Christians share many stories.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Almighty, Eternal, Torah, Chosen People, Jewish, ritual

Substantive Knowledge

To identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.

To make clear links between the story of the Exodus and Jewish beliefs about God and His relationship with the Jewish people.

Disciplinary Knowledge

To describe and make simple links between Jewish beliefs about God and His people and how Jews live e.g. through celebrating forgiveness and freedom at festivals.

Procedural Knowledge

To make links for themselves between Jewish values and values of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today – include links to pupils own ideas.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom

- Whilst learning about different festivals you could do different activities/make something related to the festival



Year group: Year 5

Term: Spring 1

Subject: UKS2.11 why do Hindus want to be good?

Prior learning

EYFS -

Year 3

Children learnt about what it is like to be a Hindu.

What comes next?

Year 5

(2.5) Hindu, Jewish and Islamic Prayer.

Year 6

(2.3) Can religions help people when times get hard?

Notes and guidance

Remember Hinduism is diverse, and so there is hardly anything we can say 'all Hindus believe....'

A good starting point. 'My Life My Religion- Hinduism.

The Man in the Well (From Mahabharata)

<https://www.bbc.co.uk/programmes/p02n5wvr>

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Hindu, Karma, dharma, samsara, moksha, devotion

Substantive Knowledge

To identify and explain Hindu beliefs, using technical terms accurately (karma, dharma, samsara, moksha)

To give meanings for the story of 'the man in the well' and explain how it relates to Hindu beliefs about samsara, moksha and dharma.

Disciplinary Knowledge

To make clear connections between Hindu aims in life and beliefs about dharma, karma, samsara and moksha and some ways in which Hindus live.

Procedural Knowledge

To reflect on and articulate what impact belief in karma and dharma might have on individuals and the world recognising points of view and giving their own ideas.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom

- Use of videos



Year group: Year 6

Term: Spring 1

Subject: UKS 2.8) How do Christians decide how to live? What would Jesus do? (Gospel)

Prior learning

Year 2 – (I.12) What is the 'Good News' that Christians believe Jesus brought?

Year 4 – (LKS 2.7) What kind of world did Jesus want?

Year 5 – (LKS 2.4) What do Christians believe Jesus did to save people?

What comes next?

KS3

Notes and guidance

Links for 'I know how Christians try to use Jesus' words as their foundation for living'

Justice – www.christianaid.org.uk/whatwedo

Illness and healing – www.laeprosmission.org.uk

Enemies and friends – look at work of Desmond Tutu and Truth/Reconciliation Commission

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Gospel, kingdom of God, forgiveness, love, community, gratitude

Substantive Knowledge

To identify features of Gospel texts e.g. teachings, parables, narrative

To take account of the context suggest meaning of the Gospel texts, comparing their own ideas with Christian interpretations of the bible texts.

Disciplinary Knowledge

To make clear connections between Gospel texts, Jesus good news and values expressed in Christian communities.

Procedural Knowledge

To make connections between Christian teachings e.g. about peace, forgiveness, healing and the issues, problems and opportunities in the world today, including their own ideas and lives.

Links to other curriculum areas

PSHE

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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 videos