



# RE CYCLE A

## AUTUMN

## SPRING

## SUMMER

**EYFS**

**Believing:** to know that different people have different faiths; to know that some stories come from different holy books and to express ideas in response to those stories.

**Living:** to know that different people have different times of celebration; to understand that different people have different ways of celebrating major events; to know that people of all faiths can and do live well alongside each other; to enjoy joining in with family customs and routines; to be able to express some of their own families' customs and traditions.

**Expressing:** to know that different people have a range of different ways of showing their beliefs, including prayers and worship; to know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions.

- Can you recall one fact about Diwali?
- Can you explain why we celebrate Harvest?
- Can you create a clay diva lamp?
- Can you recall who came to celebrate the birth of Jesus?
- Can you recall some of the items used to celebrate Hanukkah?
- Can you make a Christmas card for your family?

- Can you name some of the things that you might see during Chinese New Year customs?
- Can you remember one way the Hindu festival of colours is celebrated?
- Can you recall why we celebrate pancake day?
- Can you create a card for Mothering Sunday?
- Can you make an Easter card which moves?

- Can you talk about the role of a Mosque in a community?

YEAR 1/2

### HARVEST, SUKKOT AND CHRISTMAS.

### JESUS' MIRACLES, PARABLES, AND HIS DISCIPLES

### OLD TESTAMENT STORIES including CREATION

**BIG QUESTION:** How do different religions celebrate different festivals?

**BIG QUESTION:** What can we learn from the New Testament?

**BIG QUESTION:** What do we learn in the Old Testament?

**PRIOR LEARNING:** KUW in EYFS

**NEXT STEPS:** LKS2 Hindu festivals of Diwali and Makar Sankranti - harvest.

**PRIOR LEARNING:** KUW in EYFS

**NEXT STEPS:** LKS2 Lent compared to Yom Kippur.

**PRIOR LEARNING:** KUW in EYFS

**NEXT STEPS:** LKS2 Hindu creation and other stories.

**VOCABULARY:** Sukkot, Jewish, Judaism, Islam, Muslim, Christianity, Harvest, Christmas, Allah, Qur'an, Old Testament, symbols, Bible, Torah, Advent

**VOCABULARY:** Jesus, miracles, parables, Easter, New Testament, prophet, traditions, symbols, disciples, Bible morals.

**VOCABULARY:** Old Testament, Quran, Torah, Creation, Adam and Eve, Abraham, Noah, origins of universe. Guide, Protector, faithful, appreciation, positive, negative, symbols.

	<p><b>BRITISH VALUES</b> Tolerance of different beliefs/individual liberty/mutual respect.</p> <p><b>CPS &amp; GOLDEN THREAD</b> 2 and 4</p> <p><b>ENQUIRY QUESTIONS: Recognise that Islam, Judaism and Christianity all share some of the same stories in the Torah, Qur'an, and Old Testament of the Bible.</b></p> <ol style="list-style-type: none"> <li>1. What are your own ideas about God? What is interesting or puzzling? How is Allah described in the Qur'an? (99 names, Creator, provider, Tawhid – oneness). How is God portrayed in the Old Testament?</li> <li>2. What is harvest? What are different ways to give thanks/show gratitude - religious and non-religious? (CPS)</li> <li>3. What is the Jewish festival of Sukkot and how does it compare to harvest? Why do people celebrate it?</li> <li>4. What is the Christmas story? What are your own experiences and feelings about Christmas? (CPS)</li> <li>5. What are religious words, gestures, symbols, and artefacts associated with Christmas?</li> <li>6. What is the church's role in advent and Christmas and why do Christians celebrate it?</li> </ol> <p><b>Review and assess</b></p>	<p><b>BRITISH VALUES</b> Tolerance of different beliefs/individual liberty/mutual respect.</p> <p><b>CPS &amp; GOLDEN THREAD</b> 1,2,5</p> <p><b>ENQUIRY QUESTIONS: Acknowledge that Islam recognises Jesus as a prophet, but Judaism does not.</b></p> <ol style="list-style-type: none"> <li>1. What can we learn from stories about Jesus (miracles) in the New Testament? (CPS)</li> <li>2. What can we learn from stories Jesus told (parables such as The Good Samaritan)? (CPS)</li> <li>3. What does the Bible say about how Christians should treat each other? E.g., the greatest commandment (Mark 12:30-31).</li> <li>4. What does the New Testament tell us about who followed Jesus and why?</li> <li>5. What is the Easter story? Why do Christians celebrate Easter? (CPS)</li> <li>6. What are religious words, gestures, symbols, and artefacts associated with Easter? What are your own experiences/feelings of Easter traditions?</li> </ol> <p><b>Review and assess</b></p>	<p><b>BRITISH VALUES</b> Tolerance of different beliefs/individual liberty/mutual respect.</p> <p><b>CPS &amp; GOLDEN THREAD</b> 1,5 and 6</p> <p><b>ENQUIRY QUESTIONS: Understand Old Testament stories are important to Judaism (Torah = first 5 books), Islam (prophets, events mentioned in Qur'an) and Christianity.</b></p> <ol style="list-style-type: none"> <li>1. What does the Old Testament/Torah/Qur'an tell us about Creation? Compare religious/non-religious views of creation. (CPS)</li> <li>2. What can we learn from the choices of Adam and Eve?</li> <li>3. What positive/negative effects have humans had on nature? How can we help?</li> <li>4. How can we show appreciation for our wonderful world and give thanks?</li> <li>5. How is God seen as a guide, faithful, protector and having a plan? Look at the story of Abraham. (forefather of Islam and Christianity). (CPS)</li> <li>6. How is God seen as a guide, faithful, protector and having a plan? Look at story of Noah especially symbols. (CPS)</li> </ol> <p><b>Review and assess</b></p>
YEAR 3/4	<p><b>HARVEST, MAKAR SANKRANTI, CHRISTMAS AND DIWALI</b></p> <p><b>BIG QUESTION: How do these Hindu and Christian festivals compare?</b></p> <p><b>PRIOR LEARNING: KS1 Harvest, Sukkot and Christmas.</b></p> <p><b>NEXT STEPS: UKS2 Muslim/Buddhist beliefs and festivals.</b></p>	<p><b>LENT AND YOM KIPPUR</b></p> <p><b>BIG QUESTION: What moral messages and symbols can be found in Lent and Yom Kippur, Christianity and Hinduism?</b></p> <p><b>PRIOR LEARNING: KS1 Jesus' teachings and Easter</b></p> <p><b>NEXT STEPS: UKS2 Beatitudes/missionary work</b></p>	<p><b>OUR SCHOOL VALUES, THE TEN COMMANDMENTS AND HINDU RULES</b></p> <p><b>BIG QUESTION: What values do Hindus and Christians share?</b></p> <p><b>PRIOR LEARNING: KS1 Old Testament values and stories.</b></p> <p><b>NEXT STEPS: UKS2 What makes a good leader?</b></p>

	VOCABULARY: Hindu, Diwali, forgiveness, aspects of the Divine, similarities, differences, deities, sacred texts, Makar Sankranti, Ramayana, Rangoli patterns.	VOCABULARY: moral messages, Easter symbols, Lent, forgiveness, Yom Kippur, charities, scriptures, ethical choices, Vedas.	VOCABULARY: values, Ten Commandments, trinity, Trimurti, Karma, Moksha, Samsara, Dharma.
	<b>BRITISH VALUES (BV)</b> Tolerance of different beliefs/individual liberty/mutual respect. <b>CPS &amp; GOLDEN THREADS</b> 1,2 and 5	<b>BRITISH VALUES (BV)</b> Tolerance of different beliefs/individual liberty/mutual respect. <b>CPS &amp; GOLDEN THREADS</b> 1,2,4,5	<b>BRITISH VALUES (BV)</b> Tolerance of different beliefs/individual liberty/mutual respect. The rule of law. <b>CPS &amp; GOLDEN THREADS</b> 1 and 5
	<b>ENQUIRY QUESTIONS:</b> 1. How do Christians and Hindus celebrate Harvest and build a sense of community? Compare the Christian festival with Hindu Makar Sankranti. (CPS) 2. How is the divine portrayed and the theme of forgiveness shown through The Ramayana? (Rama and Sita story) (CPS) 3. How is Diwali celebrated? How does it create a sense of belonging/community? 4. How does Indian culture (art, music, dancing) reflect/celebrate Hindu beliefs? Rangoli patterns. 5. How is the theme of forgiveness shown in the Christian story of Jesus' birth? (CPS) 6. How is Christmas celebrated and how does it compare to the Hindu festival of Diwali especially the sense of belonging? <b>Review and assess.</b>	<b>ENQUIRY QUESTIONS:</b> 1. What different parts of the community influence your beliefs/lifestyle and give you a sense of belonging? (CPS) 2. Can you suggest moral messages from stories about Jesus? (miracles) (CPS) 3. In what ways does the bible teach Christians to treat others? What does "love thy neighbour mean?" 4. What can we learn from Hindu teachings esp. Vedas? How did Gandhi show these through his actions? (CPS) 5. What shows the theme of forgiveness and sacrifice in Lent traditions? Compare with Jewish Yom Kippur (CPS) 6. What signs and symbols do Christians and Hindus use to show their beliefs? <b>Review and assess.</b>	<b>ENQUIRY QUESTIONS:</b> 1. What values does CPS promote? How have the people of our houses shown this? 2. Which do you think is the most important of the Ten Commandments? Why? BV- rule of law 3. What beliefs and rules shape the lives of Hindus? Karma, Moksha, Dharma, Samsara. How do they compare with Christians? BV- rule of law 4. How are deities shown in the Trinity (Christian) and Trimurti (Hindu)? 5. How are deities and key figures described in Hindu sacred texts and stories? Holika and Pralad story and Holi festival. Compare to spring/Easter traditions.(CPS) 6. Can you further explore mandalas, Indian art, music, dancing? How do they help Hindus to express their beliefs? Experience day inc exploring stereotypes/prejudices. <b>Review and assess.</b>
YEAR 5/6	<b>MUSLIM BELIEFS AND PRACTICES (MOSQUE VISIT)</b>  BIG QUESTION: How do Muslims show their faith?  PRIOR LEARNING: LKS2 Hindu/Christian faith NEXT STEPS: KS3 RE	<b>THE OLD AND NEW TESTAMENTS.</b>  BIG QUESTION: Why did people follow Jesus in his lifetime and how did Christianity spread?  PRIOR LEARNING: LKS2 Jesus' miracles/parables NEXT STEPS: KS3 RE	<b>HINDU, CHRISTIAN AND MUSLIM LEADERS NOW AND IN THE PAST</b>  BIG QUESTION: What makes a good leader?  PRIOR LEARNING: LKS2 Hindu/Christian leaders NEXT STEPS: KS3 RE

<p>VOCABULARY: Muslim, Islam, Allah, mosque, Masjid, calligraphy, Qur'an, Five pillars, hadith, madrasahs, Ramadan, Eid.</p>	<p>VOCABULARY: sacredness, influence, inspiration, identity, values, commitment. Old Testament, New Testament, missionaries.</p>	<p>VOCABULARY: Hinduism, Islam, Christianity, similarities, differences, diversity, challenges, spiritual expression.</p>
<p><b>BRITISH VALUES (BV)</b> Tolerance of different beliefs/individual liberty/mutual respect. Rule of Law <b>CPS</b> esp 7</p>	<p><b>BRITISH VALUES (BV)</b> Tolerance of different beliefs/individual liberty/mutual respect. Rule of Law. <b>CPS</b> esp 5</p>	<p><b>BRITISH VALUES (BV)</b> Tolerance of different beliefs/individual liberty/mutual respect. <b>CPS</b> esp 1,3,4,5,6</p>
<p><b>ENQUIRY QUESTIONS:</b> <b>Recognise that stories of Old Testament are revered by Muslims and Jesus is viewed as a prophet.</b></p> <ol style="list-style-type: none"> <li>1. What do the main concepts of Islam reveal about the nature/guidance of Allah?</li> <li>2. What is the purpose of visual symbols in a mosque? Masjid, calligraphy, features of a mosque. Explore role of the mosque in the community every day and during Ramadan and Eid.</li> <li>3. What does the Qur'an teach Muslims about how they should treat other? Five pillars. BV Rule of law</li> <li>4. How do Muslims' teachings guide the way Muslims act in the world? Hadith, charities.</li> <li>5. How are Muslim beliefs expressed in practice? Family life, responsibilities. Explore prejudices/misconceptions.</li> <li>6. How do Muslims mark important events such as birth, marriage, madrasahs, and death?</li> <li>7. Can you compare Islamic principles to Christian/other religious ones and pupil's own moral views? (CPS/BV)</li> </ol> <p><b>Review and assess.</b> <b>MOSQUE VISIT</b></p>	<p><b>ENQUIRY QUESTIONS:</b> <b>Recognise that the Jewish holy book (Torah) is first five books of Old Testament and that Judaism was predominant religion in Jesus' lifetime.</b></p> <ol style="list-style-type: none"> <li>1. Where did the bible come from? Who wrote it and why? Moses (OT)/ Mathew, Mark, Luke and John (NT) and lots of others.</li> <li>2. Can you investigate the different portrayals of God/values in Old Testament and New Testament? ("An eye for an eye" v. "Love thy neighbour") BV</li> <li>3. What made people follow Jesus? The disciples, Mary Magdalene, and John in particular.</li> <li>4. What are the Beatitudes and how can they inspire us to be grateful/morally upright? Compare to BV</li> <li>5. How did Christianity spread following Jesus' death? St Paul and Emperor Constantine's influence. (CPS)</li> <li>6. How has crusades/missionary work impacted globally both today and in the past? Positive/negative effects BV</li> </ol> <p><b>Review and assess.</b></p>	<p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What makes a good leader? Explore personal qualities that support effective leadership whilst noting that nobody is perfect too. (CPS)</li> <li>2. Who inspires and influences you and why?</li> <li>3. How did Gandhi and other modern Hindu people e.g., George Harrison reflect their faith in their actions and inspire others? Explore controversial topic of the British Empire. (BV) (CPS)</li> <li>4. How did Mother Teresa and other modern Christian people e.g., Bear Grylls reflect their faith in their actions and inspire others? Explore controversial topic of missionary work. BV CPS</li> <li>5. How did Mohammed Ali and other modern Muslim people e.g., Mo Farrah reflect their faith in their actions and inspire others? BV CPS Explore controversial topic of Jihad and that Islam means peace and tolerance.</li> <li>6. Can you reflect further on the impact religious leaders make especially in current world affairs such as Gaza? BV CPS</li> </ol> <p><b>Review and assess.</b></p>