



Nutley Church of England Primary School

POLICY FOR RELIGIOUS EDUCATION

This policy was endorsed by the Board of Governors at this meeting on 29th November 2021

Review Date – December 2022

Signed _____ Head Teacher

Signed _____ Chair of Governors

The IMPORTANCE OF RELIGIOUS EDUCATION AT NUTLEY CE PRIMARY SCHOOL

As a Church of England controlled school we give prominence to the teaching of Christianity through daily collective Acts of Worship, through positive relationships which exist within our small school, as well as through the RE curriculum. The Christian celebrations of Harvest, Christmas and Easter are given prominence. Close links exist with the St James-the-Less, our local church. The vicar makes frequent visits to the school and we regularly use St James-the-Less for celebratory services and visits to learn more about Christianity. The vicar leads collective acts of worship on a fortnightly basis.

Through the teaching of RE, we give the pupils opportunities to learn about a range of beliefs, practices and ways of life and to nurture their spiritual, moral, social and cultural development.

RE The purpose of study:

'Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.'

A curriculum Framework for Religious Education in England October 2013

Aims:

The curriculum for RE aims to ensure that all pupils:

A Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- Appreciate and appraise varied dimensions of religion or a worldview.

C Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate enables different individuals and communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.'

THE CURRICULUM

Approximate times given to studying RE are:

Key Stage 1: 36 hours

Key Stage 2: 45 hours

This may be either regular provision once a week, or through more flexible provision, when more time can be allocated in one week, term or year than in another, as long as the Programme of study required by the Agreed Syllabus is covered. Sometimes, RE is given high profile as the lead subject in a learning journey.

At Nutley CE Primary School we have adopted the 'Updated Agreed Syllabus for Religious Education in East Sussex' (2017) - 'Continuing the Journey of Discovery.'

Nutley CE Primary School use 'Understanding Christianity' written by the Diocese of Chichester and recommended by East Sussex. This resource enables pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as a religion that has most shaped British culture and heritage. This resource is for EYFS to Upper Key Stage 2 and features throughout our scheme of work.

Early Years Foundation Stage

Characteristics of learning:

Throughout the Foundation Stage, children are introduced to the world of religion through the Understanding Christianity resource and focusing on special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Pupils are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. The children are encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2018 EYFS Profile, RE, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provides these opportunities for our youngest pupils:

Communication and language:

- Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events;

- Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- Talk about how they and others show feelings;
- Develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world:

- children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design:

- children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy:

- children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics:

- children recognise, create and describe some patterns, sorting and ordering objects simply.

Contents:

- UC Why is the word 'God' so important to Christians?
- Preparing for Christmas - Light
- UC Why do Christians perform Nativity plays at Christmas?
- Special books - Teaching
- Special stories - Story
- UC Why do Christians put a cross in an Easter Garden?
- My family and friends - Belonging
- Special places / special objects - Worship

Key skills:

- Exploring and experimenting.
- Thinking about questions, asking them and listening to the answers.
- Listening to the views of others.
- Identifying what they want to find out and how to do it.
- Becoming aware of human achievement.
- Becoming aware of how ideas have shaped the world.
- Investigating sources and issues.
- Making observations and keeping records.
- Making comparisons and identifying similarities and differences.
- Sorting and grouping information.
- Beginning to see the links between cause and effect.
- Beginning to reflect on ideas.

KS1

Throughout Key Stage 1 children develop their knowledge and understanding of religions and worldwide views by explore Christianity and Judaism as the focused religions. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Children ask relevant questions, enquire and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Contents:

Christianity and Judaism

Key Stage 1

Cycle A:

- Our local Church - Worship/Community
- Christingle - Christ-Light
- UC Incarnation Unit 1.3 Why does Christmas matter to Christians?
- UC God Unit 1.1 What do Christians believe God is like?
- Palm Sunday - Kingship / Humility
- Christian Prayer - Prayer
- The Bible and Torah - Authority
- Stories in the Torah and Bible
- Stories Jesus told - Parables inc The Prodigal Son

Cycle B:

- UC Creation KS1 Unit 1.2 Who made the world? The Jewish / Christian creation story
- The Advent ring - Light
- Angels in the Christmas story - Angel
- Christian Baptism - Baptism / Sacrament
- Shrove Tuesday Ash Wednesday - repentance

- UC Salvation KS1 Unit 1.5 Why does Easter matter to Christians? Temptation and Righteous Anger in Holy week
- The young Jesus - Revelation
- The Jewish home/ Shabbat
- Moses in the bulrushes- Hope

Breadth of study

3. During the key stage children should encounter and develop the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

Religions and beliefs

- Christianity.
- Focused religion: Judaism.
- A different religious community with a significant local presence, where appropriate.
- A secular world view, where appropriate.

Themes

- Believing: what people believe about God, humanity and the natural world.
- Story: how and why some stories are sacred and important in religion.
- Celebrations: how and why celebrations are important in religion.
- Symbols: how and why symbols express religious meaning.
- Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion.
- Belonging: where and how people belong and why belonging is important.
- Myself: who I am and my uniqueness as a person in a family and community.

Pupils are taught to:

A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2 Find out about and respond with ideas to examples of co-operation between people who are different.

C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.

KS2

At Key Stage 2 children extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Characteristics of learning

Throughout Key Stage 2, children learn about Christianity, Judaism, Islam and Hinduism, recognising the impact of religion locally, nationally and globally. They make connections between different aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints and build empathetic understanding. They consider their own beliefs and values and those of others in the light of their learning in Religious Education.

Breadth of study

3. During the key stage children should encounter and develop knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

Religions and beliefs

- a. Christianity;
- b. Focused religions: - Judaism, Islam and Hinduism or Buddhism.
- c. A different religious community with a significant local presence, where appropriate eg Baha'i.
- d. A secular world view, where appropriate.

Themes

- e. Beliefs and questions: how people's beliefs about God, the world and others impact on their lives.
- f. Teachings and authority: what sacred texts and other sources say about God, the world and human life.
- g. Worship, pilgrimage and sacred places: where, how and why people worship.
- h. The journey of life and death: why some occasions are sacred to believers, and what people believe about life after death.
- i. Symbols and religious expression: how religious and spiritual ideas are expressed.
- j. Inspirational people: figures from whom believers find inspiration.
- k. Religion and the individual: what is expected of a person in following a religion or belief.
- l. Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life.
- m. Beliefs in action in the world: how religions respond to universal issues of human rights, fairness, social justice and the importance of the environment.

Whilst we are required to teach three religions at Key Stage 2 at Nutley CE Primary School, we teach Christianity, Judaism, Hinduism and Islam.

Lower Key Stage 2

Christianity, Judaism and Hinduism

Cycle 1

- UC Creation/Fall LKS2 Unit 2A.1 What do Christians learn from the creation story?
- Sukkot - Journey / Covenant Hanukkah - Light
- Characters in the Christmas story - Christmas / Incarnation
- UC People of God UKS2 Unit 2B.3 How can following God bring justice and freedom? Moses and the Exodus
- UC Salvation LKS2 Unit 2A.5 Why do Christians call the day Jesus dies Good Friday? Maundy Thursday - Remembrance Passover - Freedom / Remembrance / Covenant
- Ganesha - God
- Hindu belief in God - Avatar
- Hindu worship - Puja

Cycle 2

- UC People of God. Unit 2A What is it like to follow God? Noah and Abraham
- The Annunciation - Obedience
- Christmas around the world - Incarnation and The Epiphany - Epiphany
- UC Gospel LKS2 Unit 2A.4 What kind of world did Jesus want?
- UC KS1 Gospel Unit 1.4 What is the Good News Jesus brings?
- Barmitzvah - Mitzvah The Synagogue - Synagogue / Worship
- Christian / Jewish Marriage - Remembrance / Sacrament
- Artefacts for prayer and worship - Worship

Upper Keystage 2

Christianity, Judaism and Islam

Cycle 1

- UC God UKS2 Unit 2B.1 What does it mean if God is holy and loving?
- Mary the Mother of Jesus - Holy / Sacred The Advent ring - Prophecy
- The prophet Muhammad (pbuh) - Revelation The Qur'an - Teaching
- UC Salvation UKS2 Unit2B.6 What did Jesus do to save human beings? Good Friday - Sacrifice
- UC Kingdom of God LKS2 2A.6 When Jesus left what was the impact of Pentecost? Pentecost / Shavuot - Holy Spirit / Giving
- UC UKS2 Unit 2B2 Creation and Science: conflicting or complementary? Creation - Origin and Stewardship

Cycle 2

- The Shahadah - Allah Salah - Salah Islamic art - Allah Zakat - Umma Hajj - Pilgrimage What does it mean to be a Muslim?
- The different Gospel accounts of Christmas - Incarnation
- UC Incarnation/God LKS2 Unit 2A.3 What is Trinity?
- UC Kingdom of God UKS2 Unit2B.8 What kind of king is Jesus?

- UC Incarnation UKS2 Unit2B.4 (Messiah transfiguration) Was Jesus the Messiah?
- UC Gospel UKS2 Unit 2B.5 What would Jesus do?
- UC Salvation UKS2 Unit 2B7 What difference does the resurrection make to Christians?
- Holy Communion - Eucharist Sacrament, Mass, Lord's Supper, Confirmation

Pupils are taught to:

A1 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Right of withdrawal

Legislation allows parents a right of withdrawal from all or part of Religious Education. For further information refer to the non-statutory guidance for RE published January 2010

(www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance)

The parent/carers should write to the head teacher regarding this matter. Parents should be aware that they are required to provide work of a religious/faith/belief-based nature as a substitute for the RE work. If RE is taught within another discipline, eg during a history unit or cross-curricular unit, the parents legally cannot ask for withdrawal.

Teachers also have the right of withdrawal from teaching RE and should speak to the Head teacher regarding this matter.

ASSESSMENT AND REPORTING

Units have been planned to fit Continuing the Journey of Discovery Syllabus and Understanding Christianity which the teacher may use or adapt for their class. Built in to this planning are opportunities for assessment which should happen at least 3 times a year to enable teachers to:

- measure whether pupils are on track to meet end of key stage expectations;
- to pinpoint the aspects of the curriculum in which pupils are falling behind or making exceptional progress;
- to support teachers' planning for all pupils
- enable the teacher to report to parents, providing clear information about each pupil's strength and weaknesses and progress towards the end of key stage expectations.

Assessing attainment at the end of a key stage

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge whether the pupil has made exceeded or expected progress, or is working towards the expected progress in relation to the aims set out in A. B and C. There are no national statutory assessment requirements in RE, but schools must report to parents on pupils' progress in Religious Education. It is important to note that not all aspects of Religious Education can be formally assessed (e.g. pupils' spiritual awareness) but they form a central part of RE provision. Planning is updated after each unit to reflect assessment results, current world views and new ideas from courses attended.

Aims in RE – a progression grid:

A: Know about and understand	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning

B: Express and communicate	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives
B3. Appreciate and appraise varied dimensions of religion	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews

C: Gain and deploy skills	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
C2. Enquire into what enables different communities to live together respectfully for the well-being of all	Find out about and respond with ideas to examples of co-operation between people who are different	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

MONITORING AND EVALUATION

As with all curriculum areas at Nutley CE Primary School the intended curriculum is monitored by the subject leader. They, along with the governing body, the Head teacher and Deputy Head, are responsible for the evaluation of teaching and learning of RE in the school.

Class teachers are responsible for the evaluation of weekly teaching plans, as well as pupil evaluation against these learning intentions.

This policy will be monitored and evaluated on an annual basis.

COVID ADDENDUM

Each unit of work is reviewed the preceding term and adjusted to COVID safety regulations or, in the case of 'Our local church' unit, rewritten for this academic year as 'Harvest Festival' unit. As a school, we are aware of the need to understand and appreciate our local church and plan to readdress this when we can safely do so.

Our Harvest Festival is available to all the parents, carers and community as it was performed in class bubbles, recorded and shared via our website. There are plans in place to repeat this format for Christmas and Easter.

Appendix 1 Nutley C of E Primary School

SCHEME OF WORK FOR RELIGIOUS EDUCATION IN ACCORDANCE WITH 'CONTINUING THE JOURNEY OF DISCOVERY' - The East Sussex Agreed Syllabus For Religious Education 2017

Cycle 1	Autumn			Spring			Summer		
	Term 1		Term 2	Term 3		Term 4	Term 5		Term 6
EYFS	UC Why is the word 'God' so important to Christians?	Preparing for Christmas - Light	UC Why do Christians perform Nativity plays at Christmas?	Special books - Teaching	Special stories - Story	UC Why do Christians put a cross in an Easter Garden?	My family and friends - Belonging		Special places / special objects - Worship
Year 1/2	Our local church – Christian worship, symbols and Harvest Festival	Christingle- Christ and light	The Christmas story- UC Incarnation Unit 1.3 Why does Christmas matter to Christians?	UC God Unit 1.1 What do Christians believe God is like?	Palm Sunday- Kingship and humility	Christian Prayer	The Bible & Torah- Authority	Stories from the Bible and Torah	Stories Jesus told- inc parable of Prodigal Son
Year 3/4	UC Creation/Fall LKS2 Unit 2A.1 What do Christians learn from the creation story?	Sukkot – Journey / Covenant Hanukkah - Light	The characters in the Christmas story	Moses and the Exodus UC People of God UKS2 Unit 2B.3 How can following God bring justice and freedom?	Passover Maundy Thursday UC Salvation LKS2 Unit 2A.5 Why do Christians call the day Jesus dies Good Friday?	Ganesha - God Hindu belief in God - Avatar Hindu worship - Puja			
Year 5/6	UC God UKS2 Unit 2B.1 What does it mean if God is holy and loving?	Mary the Mother of Jesus – Holy / Sacred The Advent ring - Prophecy		The prophet Muhammad (pbuh) - Revelation The Qur'an – Teaching	Good Friday – Sacrifice UC Salvation UKS2 Unit 2B.6 What did Jesus do to save human beings?	Pentecost / Shavuot – Holy Spirit / Giving UC Kingdom of God LKS2 2A.6 When Jesus left what was the impact of Pentecost?		Creation – Origin UC UKS2 Unit 2B2 Creation and Science: conflicting or complementary? Stewardship	

Nutley C of E Primary School

SCHEME OF WORK FOR RELIGIOUS EDUCATION IN ACCORDANCE WITH 'CONTINUING THE JOURNEY OF DISCOVERY' - The East Sussex Agreed Syllabus For Religious Education 2017

Cycle 2	Autumn			Spring			Summer		
	Term 1		Term 2	Term 3		Term 4	Term 5		Term 6
EYFS	UC Why is the word 'God' so important to Christians?	Preparing for Christmas - Light	UC Why do Christians perform Nativity plays at Christmas?	Special books - Teaching	Special stories - Story	UC Why do Christians put a cross in an Easter Garden?	My family and friends - Belonging		Special places / special objects - Worship
Year 1/2	Jewish and Christian Creation UC Creation KS1 Unit 1.2 Who made the world?	The Advent Ring- Light	Angels in the Christmas Story	Christian Baptism	Shrove Tuesday – repentance Ash Wednesday	UC Salvation KS1 Unit 1.5 Why does Easter matter to Christians? Temptation Anger in Holy week – righteous anger	The Young Jesus- Revelation	The Jewish Home – Kashrut and Shabbat	Moses in the Bulrushes- Hope
Year 3/4	UC People of God. Unit 2A What is it like to follow God? Noah digging deeper Abraham	The annunciation	Christmas around the world	UC Gospel LKS2 Unit 2A.4 What kind of world did Jesus want?	UC KS1 Gospel Unit 1.4 What is the Good News Jesus brings?		Bar/bat mitzvah The synagogue		Christian / Jewish Marriage – Remembrance / Sacrament Artefacts for prayer and worship.
Year 5/6	The Shahadah – Allah Salah - Salah Islamic art – Allah Zakat - Umma Hajj – Pilgrimage What does it mean to be a Muslim?		The different Gospel accounts of Christmas - Incarnation		UC Incarnation/God LKS2 Unit 2A.3 What is Trinity? UC Kingdom of God UKS2 Unit2B.8 What kind of king is Jesus?	UC Incarnation UKS2 Unit2B.4 (Messiah transfiguration) Was Jesus the Messiah? UC Gospel UKS2 Unit 2B.5 What would Jesus do?	UC Salvation UKS2 Unit 2B7 What difference does the resurrection make to Christians?		Holy Communion – Eucharist Sacrament Mass Lords Supper Confirmation

UC = Understanding Christianity

BLACK = Christianity

RED = Judaism

GREEN = Hinduism

BLUE = Islam