

EYFS: Nursery

Nursery RE (Understanding of the World)	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>
	Children will know how and why we celebrate Harvest festival.	Children will know that some people celebrate Diwali. Children will know that some people celebrate Christmas.	What places are special and why? Children will look at photos of different churches in Little Hulton and Walkden. Methodism Children will look at features of Walkden Methodist Church	Children will find out about Palm Sunday. Children will know some people celebrate Easter.	Which stories are special and why? Children will listen to a selection of Bible stories.	What is special about our world? Children will take time to reflect and say a short prayer.

EYFS: Reception

Reception RE (Knowledge and understanding of the world)	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>	<u>People Culture and Communities</u>
	Children will know what is special to them and their families. Being special- where do we belong? Which people are special and why? What is special about our world?	What times are special and why? Children will know the story of Diwali. Children will know the Christian Christmas story.	What places are special and why? Children will name explain the purpose of a church. Methodism Children will learn about how Walkden Methodist Church is used. The role of the minister in the methodist church.	Which stories are special and why? Children will know the Easter story.	Children will name and explain the purpose of a Mosque.	Children will know what the Bible is.

Understanding Christianity unit Creation KS1

- Retell the story of creation from Genesis 1:1-2:3 simply.
- Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

1.1. Who is a Christian and what do they believe? Believing

Talk about some simple ideas about Christian beliefs about God and Jesus (A1).

- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Ask some questions about believing in God and offer some ideas of their own (C1).

Key Vocabulary

- Christianity
- God
- Jesus
- Christian
- Believe
- Bible
- Christmas

1.3 Who is Jewish and what do they believe? Believing

- Talk about how the mezuzah in the home reminds Jewish people about God (A3).
- Ask good questions about how Jewish artefacts are used and their meaning (B1)
- Talk about how Shabbat is a special day of the week for Jewish people (B1)
- Give some examples of what Jewish people might do to celebrate Shabbat (B1).
- Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2)

Key Vocabulary

- Judaism
- Jewish
- Shabbat
- celebrate
- festival
- Chanukah
- Mezuzah
- Star of David
- Seder plate
- Challah
- Matzah cover
- kosher

1.7 What does it mean to belong to a faith community? (Christianity and Judaism) Living

- Recognise symbols of belonging from their own experience (A3)
- Recognise symbols of belonging for Christians (A3)
- Recognise symbols of belonging for Jews or Muslims (A3) Think about why symbols of belonging matter to believers (A3)
- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).
- Identify two ways people show they belong to each other when they get married (A1).
- Respond to examples of cooperation between different people (C2)

Key Vocabulary

- Symbol
- Belonging
- Togetherness
- Special
- Community
- Welcome
- Baptism
- Wedding
- Marriage

Incorporate Easter
Celebrate John Wesley Day on 24th May – Methodism

1.5 What makes some places sacred? Expressing

- Say why places of worship are important to the local community and give reasons for your answers • Identify objects in a church and say how they are used and what they mean to believers.
- Identify objects in a mosque and say how they are used and what they mean to believers
- Identify objects in a synagogue and say how they are used and what they mean to believers
- Talk about an object that is used in worship, saying how it is used and how it shows what people believe
- Ask appropriate and respectful questions of believers.

Key Vocabulary

- safe
- sacred
- church
- synagogue
- holy
- altar
- cross
- Torah scroll
- Bimah
- Tallit
- Kippah

1.8 How should we care for others in the world and why does it matter? Living

Give examples what Jesus said about the importance of people (A2)

- Identify two examples of religious believers caring for people(B1)
 - Say what you know about the Jewish practice of Tzedekah (B1)
- Identify the links between the teaching in the Torah and caring (B1)
 - Give simple reasons why Jesus told the story of the Good Samaritan (A2)
- Answer questions such as what would it be like if everyone followed the golden rule? (C2)
- Describe different ideas about what God might be like from reading the creation story(C1)
- Share their own creative ideas about what the creation story says about God(C1)

Key Vocabulary

- Tzedekah
- charity
- Good Samaritan
- rule
- Creation
- Difference
- Unique
- Valuable

Understanding Christianity unit Incarnation KS1

(incorporate Christmas)

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

1.6 How and why do we celebrate special and sacred times?

Expressing

- Particular focus on Easter.
- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).
 - Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).
 - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).
 - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

Key Vocabulary

- celebration
- remember
- festival
- event

Methodist distinctiveness

Methodist Year 2 Unit of Work

'Belonging Together'

1.2 Who is a Muslim and what do they believe? Believing

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).
- Re-tell a story about the life of the Prophet Muhammad (A2).
- Recognise some objects used by Muslims and suggest why they are important (A2).
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).
- Find out about and respond with ideas to examples of cooperation between people who are different (C2).

Key Vocabulary

- Prophet
- Muhammad
- PBUH (Peace Be Upon Him)
- Muslim
- Islam
- Mosque
- Qu'ran
- Pillars

1.4 What can we learn from sacred books? Believing

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).
- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).
- Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).

Key Vocabulary

- Right
- Wrong
- Good
- Bad
- Bible
- Qu'ran
- Torah

Y3 Religious Education	<p>L2.1 What do different people believe about God? Believing</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Allah • Qu'ran • Similarities • Differences • Belief • Faith • Trust • Creator <p>Understanding Christianity Unit on Creation LKS2</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is the creator (i.e. follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians 	<p>L2.2 Why is the Bible so important for Christians today? Believing</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>Key Vocabulary</p> <ul style="list-style-type: none"> • The Fall • Salvation • Genesis • Gospel • 'Big story' • Adam • Eve <p>L2.5 Why are festivals important to religious communities?</p> <p>L2.5a* How do people from religious and non-religious communities celebrate key festivals?</p> <p>Particular focus on the Christian festival of Easter.</p>	<p>L2.4 Why do people pray? Expressing</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Spiritual • Religious • Atheist • Pray • Prayer <p>The history of Methodism <i>Celebrate John Wesley Day on 24th May</i></p> <p>L2.7 What does it mean to be a Christian in Britain today? Living</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Signs • Symbols • Community • Anglican • Methodist • Roman Catholic • Baptist
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L2.5 Why are festivals important to religious communities? Expressing

- Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Christmas, Easter, Eid) (B2).
 - Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Key Vocabulary

- Special
- Sacred
- Festivals
- Religious
- Believers
- Christmas
- Easter
- Eid
- Harvest
- Celebrate
- Values

L2.3 Why is Jesus inspiring to some people? Believing

- Make connections between some of Jesus’ teachings and the way Christians live today (A1).
- Describe how Christians celebrate Holy Week and Easter Sunday (A1).
 - Identify the most important parts of Easter for Christians and say why they are important (B1).
 - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).

Key Vocabulary

- Teaching
- Gospel
- Incarnation
- Salvation
- Holy Week
- Parable
- Resurrection
- Sacrifice
- Forgiveness

Understanding Christianity Unit on Incarnation LKS2

- Identify the difference between a ‘Gospel’ which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (i.e. in baptism and prayer) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Methodist distinctiveness

Methodist Year 4 Unit of Work

‘Warm Hearts’

L2.8 What does it mean to be a Hindu in Britain today? Believing

- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

Key Vocabulary

- Bhagavad Gita
- Aarti
- Puja
- Mandir
- Murtis
- Shrine
- Incense
- Artha, kama, dharma, moksha (four aims of life)
- Karma

L2.9 What can we learn from religions about deciding what is right and wrong?

Living

- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).
- Make connections between stories of temptation and why people can find it difficult to be good (A2).
- Give examples of ways in which some inspirational people have been guided by their religion (B1).
- Discuss their own and others’ ideas about how people decide right and wrong (C3).

Key Vocabulary

- Rules
- Decisions
- Temptation
- Right
- Wrong
- Resisting
- Command
- Guidance

U2. 1 Why do some people believe God exists? Believing

- Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).
- Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1).
- Present different views on why people believe in God or not, including their own ideas (C1).

Key Vocabulary

- Global
- Existence
- Almighty
- Experience
- All-powerful
- Universe
- Agnostic
- Atheist

U2.10 Green Religion? How and why should religious communities do more to care for the What can be done about climate and environment? Living

- Make connections between beliefs about the earth and activist behaviour in different religions (A1).
- Understand the challenges facing the planet and responses from different religions (B2).
- Discuss and describe their own and others’ ideas about the kinds of collaboration, activism and commitment needed to ‘save the Earth’ (C3).

Key Vocabulary

- Justice
- Environment
- Climate
- collaboration
- activism
- challenge
- commitment
- pollution
- nature

Understanding Christianity Unit on Creation UKS2

- Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Suggest what Genesis 1 might mean and show awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

The distinctiveness of Methodism
Distinctive features of Methodism
What Methodists believe and why.

U2.4 If God is everywhere, why go to a place of worship? Expressing

- Describe and explain differences within Anglican and Baptist churches
- Make links between Christian beliefs and features of these places of worship.
 - Describe differences between worship in the home and at the mandir
 - Describe the differences between different Jewish synagogues.
- Make links between Jewish beliefs and features of Jewish places of worship

Key Vocabulary

- Function
- Worship
- Community
- Orthodox
- Reform
- Synagogue
- Schul
- Meditation
- Expression

U2.6 What does it mean to be a Muslim in Britain today? Living

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2)
- Describe and reflect on the significance of the Holy Qur’an to Muslims (B1).
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Key Vocabulary

- Five Pillars
- ibadah
- shahadah
- salat
- sawm
- hajj
- Al-Fatihah
- Sunnah
- Hadith

U2.3 What do religions say to us when life gets hard? Believing

- Express ideas about how and why religion can help believers when times are hard, giving examples (B2).
- Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).
- Explain some similarities and differences between beliefs about life after death (B2).
- Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

Key Vocabulary

- Non-religious belief
- Humanist
- Karma
- Judgement
- Afterlife
- Bereavement
- Reincarnation

Understanding Christianity Unit on Incarnation UKS2

(incorporating Christmas)

- Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

Expressing

- Describe and make connections between examples of religious creativity (buildings and art) (A1).
- Show understanding of the value of sacred buildings and art (B3).
- Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).
- Apply ideas about values and from scriptures to the title question (C2).

Key Vocabulary

- Generosity
- Religious art
- Architecture
- Charity

U2.9 What can be done to reduce racism? Living

- Describe examples of connections between antiracism and religion (A1).
- Understand the challenges racism presents to human communities and consider different religious responses (B2).
 - Discuss their own and others’ ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).

Key Vocabulary

- Racism
- Anti-racism
- Prejudice
- Dignity
- Respect
- Equality
- Edward Colston
- John Wesley

Methodist distinctiveness

Methodist Year 6 Unit of Work

‘Commitment to Christianity’

U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Living

- Make connections between beliefs and behaviour in different religions (A1).
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).
 - Consider similarities and differences between beliefs and behaviour in different faiths (B3).

Key Vocabulary

- Ahimsa
- Grace
- Ummah
- Harmlessness
- Wisdom
- Unconditional love
- Forgiveness