

RE – Hedgehogs (Year 1 and Year 2)

| | Term 1 – 7 weeks | Term 2 – 7 weeks | Term 3 – 5 weeks | Term 4 – 6 weeks | Term 5 – 6 weeks | Term 6 – 7 weeks |
|---|--|--|--|--|--|---|
| | Christianity | Christianity | Humanism | Humanism | Islam | Islam |
| Northants Agreed Syllabus Objectives | <p>AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied</p> | <p>AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied</p> | <p>AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied</p> | <p>AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied</p> | <p>AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied</p> | |
| Small steps progression | <ol style="list-style-type: none"> To become familiar with the main features of a church building and what happens there. To explore the features of our local church To explore the religious practices of a Christian family To explore special times for Christian families To explore Christian festivals To explore Christian festivals | <ol style="list-style-type: none"> To explore the importance of Jesus To know some stories about Jesus To know that the bible is a special book for Christians To know that the bible is in two parts To hear some stories from both the Old Testament and the New Testament | <ol style="list-style-type: none"> To explore why Humanists believe human beings are special To explore how can we be happy | <ol style="list-style-type: none"> To explore the special ways that Humanists celebrate their lives To explore why Humanists think we should be good to one another | <ol style="list-style-type: none"> To explore the main features of a Mosque To understand what happens in mosque To explore the importance of the prophet Mohammed in Islam To explore the life of the Prophet Mohammed | <ol style="list-style-type: none"> To know that the Qur’an is a special book for Muslims To explore special times for Muslim families To explore Muslim Festivals To know some stories about Muslims |
| Specific lessons | <ol style="list-style-type: none"> Find out about generic features of a Church; worship, baptisms and weddings Find out about our local Church – the stories of the stained glass windows Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Festivals – the calendar of the Christian Year Harvest Festival –link to school Harvest celebration | <ol style="list-style-type: none"> Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews Hear a story from The Old Testament (David and Goliath) Hear a story from the New Testament (Feeding of the 5000) Know that Jesus was a historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that the stories about Jesus at Christmas and Easter are very important to Christians The Nativity Story | <ol style="list-style-type: none"> What human beings share with other animals and what makes us unique. The human ability to question and reason, to empathise with other humans and animals, and our creativity. The Happy Human as a symbol of Humanism Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals. Many ways of finding happiness; there is no one recipe for happiness One way to be happy is to make other people happy (Robert Ingersoll) | <ol style="list-style-type: none"> Reasons to be good to each other; promoting happiness and avoiding doing harm Explore the idea that there are no special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness (link to Christianity and other faiths with similar concepts) Thinking about the consequences of our actions The Golden Rule Taking care of other living creatures and the natural world | <ol style="list-style-type: none"> Become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers. Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur’an) and what children do. Know that Muhammad is a Prophet in Islam. He is important to Muslims who try to follow his teaching and example. Know that the Qur’an was sent to him as a guide for the people. He is the final messenger from Allah. Explore what life was like for Prophet Muhammad as a child (he was an orphan etc) Know some stories about Prophet Muhammad and how | <ol style="list-style-type: none"> Know that the Qur’an is a special book for Muslims. Know that it has 114 chapters. Hear some stories from the Qur’an. Explore likely feature of a Muslim family (Mosque, Qur’an, daily prayers) Special times for Muslims (e.g. welcoming new babies) Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up? Explore some stories about Muslims e.g. going for Hajj. |

Vocabulary

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| | | | | the society was before he announced his Prophethood. | |
| Baptism, Bible, Christ, Church, Creation, Celebration, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship. Belief | Advent, God, Christian, Jesus, Disciple, , Miracle Christmas, giving, generous, celebration, belief, Nativity | Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule. | Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule. | Allah, Islam, Mosque, Muslim, Prophet, Quran | Allah, Islam, Mosque, Muslim, Prophet, Quran |

RE – Badgers (Year 3 and Year 4)

| | Term 1 – 7 weeks | Term 2 – 7 weeks | Term 3 – 5 weeks | Term 4 – 6 weeks | Term 5 – 6 weeks | Term 6 – 7 weeks |
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| Northants Agreed Syllabus Objectives | AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied | AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied | AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied | AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied | AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied | AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied |
| Small steps progression | <ol style="list-style-type: none"> To recall the Christian calendar of festivals and deepen this knowledge To know that there is variety in Christianity To understand the importance of prayer; how people pray and examples of prayers | <ol style="list-style-type: none"> To know that each of the books in the bible teach us something about God and his relationship with humankind To know that there are four gospels giving ‘good news’ about Jesus To understand the significance of Advent and Christmas | <ol style="list-style-type: none"> To Explore how Humanists decide what to believe To explore Humanist’s views on happiness | <ol style="list-style-type: none"> To explore what Humanist celebrations tell us about the things that Humanists value To explore what Humanists value in life | <ol style="list-style-type: none"> To recap the main features of a mosque and deepen understanding their significance. To explore the way Muslims try to follow the example of Muhammed | <ol style="list-style-type: none"> To recap and develop learning about the Qur’an To know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) |
| Specific lessons | <ol style="list-style-type: none"> Recall previous learning of the Christian calendar, deepen learning with meanings of major festivals and how they are celebrated including the use of symbolic colours and special hymns (two lessons) know that there is variety in Christianity and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank) (two lessons) Investigate why and how people pray. Hear and talk about some famous prayers (two lessons) | <ol style="list-style-type: none"> Recall previous learning that the Bible is a ‘library’ of books. Develop this knowledge with the concept that Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind. (three lessons) The Four Gospels Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick) (Two lessons) | <ol style="list-style-type: none"> Explore the way in which Humanists believe the material world as the only one we can know exists. Rejection of sacred texts and divine authority; mistrust of faith and revelation. The view of science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor Explore Humanists diverse ways of finding happiness | <ol style="list-style-type: none"> Celebrating human life; marking key moments in people’s lives such as births, weddings, and deaths and The importance of human relationships to Humanists Explore why the need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it is important to Humanists Explore Humanists attitudes to human creativity and achievement: intellectual, technological and artistic Explore the place of shared human moral values: kindness, compassion, fairness, justice, honesty | <ol style="list-style-type: none"> Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque (2 lessons) Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad. Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty (2 lessons) | <ol style="list-style-type: none"> Know that the Qur’an is a ‘divine’ book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text (2 lessons) The Fiver Pillars (Sunni) and their importance in Islam (2 lessons) The Ten Obligatory Acts (Shia) the importance in Islam (2 lessons) |

Vocabulary

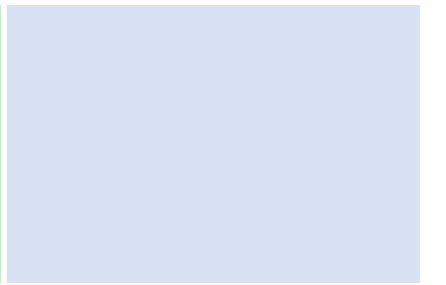
Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Pentecost, Prayer, Priest, Ten Commandments, Vicar, Worship.

Disciple, Gospel, Parables,

Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule

Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule

Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.



RE – Owls (Year 5 and Year 6)

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| Small steps progression | <ol style="list-style-type: none"> Holy Communion / Eucharist / Mass / Lord’s Supper Find out about some of the different ministries in the Church and their roles Investigate the Biblical Creation stories | <ol style="list-style-type: none"> Explore Jesus’ teaching as a foundation for living The two Biblical narratives of the birth of Jesus | <ol style="list-style-type: none"> To Explore how Humanists decide what to believe To explore Humanist’s views on happiness | <ol style="list-style-type: none"> To explore what Humanist celebrations tell us about the things that Humanists value To explore what Humanists value in life | <ol style="list-style-type: none"> To explore the significance of Prophet To understand the significance of Makkah | <ol style="list-style-type: none"> Prayer – why and how people pray |
| Specific lessons | <ol style="list-style-type: none"> Find out about how the Holy Communion / Eucharist / Mass / Lord’s Supper is celebrated in church and why it is important Find out about some of the different ministries in the Church and their roles specifically:.. bishop, priest, elder, organist, teacher, cleaner etc. Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. (2 lessons) Explore how the belief in God the creator influences Christian views on environment and climate justice. | <ol style="list-style-type: none"> Explore Jesus’ teaching as a foundation for Christian living: Personal life – baptism, confirmation etc. Explore Jesus’ teaching as a foundation for Christian living: Making moral decisions and lifestyle choices Explore Jesus’ teaching as a foundation for Christian living: Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade Explore the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). (2 lessons) | <ol style="list-style-type: none"> Recap Humanists views on the material world as the only one we know can exist and the willingness to adapt or change beliefs when faced with new evidence Explore the Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc. Explore the absence of any belief in an afterlife (link to other religions) (2 lessons) | <ol style="list-style-type: none"> Explore Humanists views on humanity, the human spirit and human attributes, including our ability to question and reason Explore Humanists views of the natural world and other living things; the environment in which we all live and its significance – link back to term 1, lesson 4 (2 lessons) Our ability to improve our quality of life and make the world a better place for everyone Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple make links other religions | <ol style="list-style-type: none"> Recap the life of the prophet Mohammad and his significance in the Muslim faith (2 lessons) Prophet and how he was given the title of the ‘truthful’. Consider and discuss how Prophet is a role model for Muslims. The story of Prophet & the woman who used to throw rubbish. Consider the birthdate of the Prophet MiladunNabi. And what Muslims do in celebration Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying. | <ol style="list-style-type: none"> Explore the Muslim duty to pray at regular times and how they prepare themselves for prayer. Explore why and how people pray. Explore the actions that form a prayer and how prayer helps a Muslim. (2 lessons) <p><i>The remainder of lessons should be given to the Arts and Culture Festival and an RE element to this.</i></p> |
| Vocabulary | Baptism, Bible, Christ, Christmas, Church, Creation, Faith, God, Gospel, Holy, Holy Communion, Holy Spirit, Incarnation, Jesus, Lord’s Supper, Mass, | Baptism, Bible, Christ, Christmas, Church, Creation, Faith, God, Gospel, Holy, Holy Communion, Holy Spirit, Incarnation, Jesus, Lord’s Supper, | Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human | Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, | Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada. | Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada. |

Myth, New Testament, Old Testament, Pentecost, Prayer, Priest, Resurrection, Soul, Ten Commandments, Trinity, Vicar, Worship

Mass, Myth, New Testament, Old Testament, Pentecost, Prayer, Priest, Resurrection, Soul, Ten Commandments, Trinity, Vicar, Worship

rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

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