



## Christ the Sower Ecumenical School Religious Education Growth in Knowledge and Skills



At Christ the Sower Ecumenical Primary School we provide the ‘good earth’ for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.  
A loving place where we all care, learn and grow together.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Key Questions</b>					
	Is everybody special?	Should we celebrate Harvest or Christmas?	How should people care for the world?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
<b>Learning Objective</b>	To explore how and why people choose to belong to groups and religions	To explore and compare reasons for celebrating Harvest and Christmas	To explore religious views of creation and ecology	To explore the reasons why people follow Jesus, with reference to the Easter story	To explore some Old Testament stories and find out what can be learned from them	To explore the relevance of the synagogue to Jews

<b>Key Concepts</b>	Belief; Identity	Christianity; Harvest; Christmas; Judaism; Sukkot; Giving thanks	Christianity; Judaism; Creation	Christianity; Easter; Leaders;  Rabbi; Vicar	Christianity; Judaism; Old Testament; Moral stories	Judaism; Sacred space; Synagogue
<b>Syllabus Questions addressed</b>	Does it feel special to belong?  Who do I believe I am?	Are religious celebrations important to people?  Is God important to everyone?	Does the world belong to God?  Should people take care of the world?	What can I learn from stories from religious traditions?  Should people follow religious leaders and teachings?	What can I learn from stories from religious traditions?  Should people follow religious leaders and teachings?	Does it feel special to belong?  Who do I believe I am?
<b>Value</b>		Compassion	Contemplative	Courageous		
<b>Year 2</b>	<b>Key Questions</b>					
	Who should you follow?	Should you wear religious symbols?	Is it important to celebrate the New Year?	Is Easter important for the church?	Can stories change people?	How should you spend the weekend?
<b>Learning Objective</b>	To explore leaders and how	To explore the variety of ways people can	To explore the ways that different people and	To explore how the church	To explore the way that Old Testament and	To explore the Shabbat

	and why they are followed	express beliefs by what they wear	different faiths celebrate New Year	celebrates Easter	New Testament stories show that people are changed	
<b>Key Concepts</b>	Judaism; Abraham; Moses; Rabbi; Vicar	Symbols; Belonging	Celebration; New Year; Rosh Hashanah; Baisakhi	Easter; Baptism; Church; Lent	Christianity; Judaism; Old Testament (story of Joseph); New Testament (story of Zacchaeus)	Judaism; Shabbat; Creation
<b>Syllabus Questions addressed</b>	What can I learn from stories from religious traditions?  Should people follow religious leaders and teachings?	Are symbols better than words at expressing religious beliefs?  Who do I believe I am?	Are religious celebrations important to people?  Is God important to everyone?	Are religious celebrations important to people?  Is God important to everyone?  Are symbols better than words at expressing religious beliefs	Who do I believe I am?  What can I learn from stories from religious traditions?	Are symbols better than words at expressing beliefs?  Does it feel special to belong?
<b>Value</b>	Courageous				Contemplative	

Year 3	Key Questions					
	Does taking bread and wine show that someone is a Christian?	Is light a good symbol for celebration?	Is a Jewish child free to choose how to live?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?	Can made up stories tell the truth?
<b>Learning Objective</b>	To explore the ritual of communion and other ways of belonging to the church	To understand the significance of light as a symbol of belief	To explore the impact Jewish/Hindu beliefs have on the life of a child	To explore the connections between Easter and Passover, particularly the Last Supper	To explore the life of Jesus from the perspective of his authority	To explore how Jesus taught truths through story
<b>Key Concepts</b>	Communion; Commitment; Church	Light; Belief; Advent; Diwali; Chanukah	Judaism; Hindu; Belief; Commandments	Judaism; Christianity; Freedom; Passover; Last Supper	Authority	Truth; Parable; Fable; Myth
<b>Syllabus Questions addressed</b>	Does participating in worship help people to feel closer to God and their faith community?	Is religion the most important thing in everyone's life?  Can the arts help	Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identity?	Do sacred texts have to be true to help people understand their religion?  Is religion the most important influence and	Is religion the most important influence and inspiration in everyone's life?  Do all religious beliefs influence people to	Do sacred texts have to be true to help people understand their religion?  Do all religious beliefs influence people to

	Is religion the most important influence and inspiration in everyone's life?	communicate religious belief?	Does participating in worship help people feel closer to God or their faith community?	inspiration in everyone's life?	behave well towards others?	behave well towards others?
<b>Value</b>					Compassion	Courageous
<b>Year 4</b>	<b>Big Questions</b>					
	Do Murtis help Hindus understand God?	Should Christians worship Mary?	Is a holy journey necessary for believers?	Should believers give things up?	Did Jesus really do miracles?	Does prayer change things?
<b>Learning Objective</b>	To explore how Hindus express their beliefs through images of deities and symbols	To explore the role of Mary in Christian life and in the Christmas story in particular	To explore the holy journeys made by believers	To explore Lent	To explore at least two miracles of Jesus and evaluate them	To explore the reasons why believers pray and what they believe the results are

<b>Key Concepts</b>	God; Brahman; Trimurti; Murtis; Avatars	God; Virgin Mary; Christ; Icon	Hindu; Christianity; Pilgrimage; Worship	Christianity; Lent; Giving things up	Miracles	Prayer (sin/salvation/miracle)
<b>Syllabus Questions addressed</b>	Can the arts help communicate religious beliefs?  Is religion the most important influence and inspiration in everyone's life?	Does participating in worship help people feel closer to God or their faith community?  Can the arts help communicate religious beliefs?	Is religion the most important influence and inspiration in everyone's life?  Does participating in worship help people feel closer to God or their faith community?	Is religion the most important influence and inspiration in everyone's life?  Do religious people lead better lives?	Do sacred texts have to be true to help people understand their religion?  Is religion the most important influence and inspiration in everyone's life?	Do religious people lead better lives?  Is it possible to hold religious beliefs without trying to make the world a better place?
<b>Value</b>	Contemplative		Contemplative	Contemplative	Compassionate	Contemplative
<b>Year 5</b>	<b>Big Questions</b>					
	Do Muslims need the Qur'an?	Does God communicate with man?	Does the community of the Mosque help Muslims lead better lives?	Was the death of Jesus a worthwhile sacrifice?	Are you inspired?	What is best for our world? Does religion help people decide?

<b>Learning Objective</b>	To explore different ways of showing belief with special reference to Islam	To understand the Christmas story from a biblical viewpoint	To explore how the Mosque influences the life and belief of Muslims	To explore the death of Jesus at Easter	To explore the work of the Holy Spirit in inspiring Christians in the past and today	To explore how and why believers help others through charity and service
<b>Key Concepts</b>	Sacred Text; Wudu; Hadith; Hafiz; Calligraphy	Revelation; Incarnation	Mosque; Community; Ummah	<b>Key Concepts:</b> Christianity; Sacrifice; Sin; Redemption	<b>Key Concepts:</b> Christ; Holy Spirit; Inspiration; Pentecost	<b>Key Concepts:</b> Inspiration; Christianity; Charity; Islam – Zakkah
<b>Syllabus Questions addressed</b>	Do Sacred Texts have to be true to help people understand their religion?  Does participating in worship help people feel closer to God or their faith community?	Do Sacred Texts have to be true to help people understand their religion?  Is religion the most important influence and inspiration in everyone's life?	Is religion the most important influence and inspiration in everyone's life?  Does participating in worship help people to feel closer to God or to their faith community?	Should religious people be sad when someone dies?  Is religion the most important influence and inspiration in everyone's life?	Do religious people lead better lives?  Is religion the most important influence and inspiration in everyone's life?	Do religious people lead better lives?  Is it possible to hold religious beliefs without trying to make the world a better place?
<b>Values</b>		Contemplative		Courageous	Compassionate	Compassionate

<b>Year 6</b>	<b>Big Questions</b>					
	Are the saints encouraging role models?	Is "God made man" a good way to understand the Christmas story?	Do clothes express beliefs?	Is the resurrection important to Christians?	Can we know what God is like?	Does it matter what we believe about creation?
<b>Learning Objective</b>	To explore reasons behind the persecution of saints; to compare the saints to the person and persecution of Jesus	To explore the concept of incarnation in the Christmas story	To explore how clothing rules can express belief and give people a sense of identity	To explore the resurrection of Jesus, the Easter narrative and concepts of life after death	To explore different views of God	To explore different views of creation and consider the consequences of holding certain beliefs
<b>Key Concepts</b>	Persecution; Saints; Commitment	Christ; Incarnation; Emmanuel	Islam; Modest dress code	Resurrection; Reincarnation; Funeral; Heaven	God; Prayer; Faith; Shahadah	Multi faith; Creation; Care for world



<b>Syllabus Questions addressed</b>	<p>Do all religious beliefs influence people to behave well towards others?</p> <p>Do religious people lead better lives?</p>	<p>Do sacred texts have to be true to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p>	<p>Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identity?</p> <p>Do religious people lead better lives?</p>	<p>Should religious people be sad when someone dies?</p> <p>How well do funeral and mourning rituals tell you about what a religion believes about life after death?</p>	<p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Do Sacred Texts have to be true to help people understand their religion?</p>	<p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <p>Do religious people lead better lives?</p>
<b>Value</b>	Contemplative and Courageous		Courageous		Contemplative	Compassionate