



Christ the Sower Ecumenical Primary School



RE Curriculum Overview with Links

Year R (Christianity and Judaism)						
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Beliefs and Questions	Community and Identity	Reality and Truth	Beliefs and Questions	Community and Identity	Reality and Truth
MK Syllabus	Christianity plus one other Abrahamic religion (Judaism) in depth with reference to non-religious backgrounds.					
Title and Big Question	Christianity Focus: Why is the word God so important to Christians?	The Church Focus: What is the church and who goes there?	My Identity Focus: who am I and where do I belong?	Who is God? Focus: Does everyone believe in God?	Families and Communities Focus: Are all families the same?	Festivals Focus: What do people celebrate and why?
Brief Synopsis	Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation.	Focus on festivals such as Christmas and Easter, but also communion if appropriate.	An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.	Jewish beliefs about God, looking at Abraham and the Shema.	The origins of Shabbat and the practices associated with it	Focus on 10 commandments and Jewish food laws:
RE Curriculum Links	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is the church.	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to what is God like. (Autumn, Year 2) Explore the character and attributes of God	Links to what is special about Christmas. (Autumn, Year 1) Focus on festivals such as Christmas and Easter, but also communion if appropriate.	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to what is the church. (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.	Links to what is special about Christmas. (Autumn, Year 1) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to what is the church. (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.	Links to what is special about Christmas. (Autumn, Year 1) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.
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	<p>(Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate.</p>	<p><i>and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit</i></p>		<p>Links to creation (Autumn, Year 1) <i>'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation</i></p>	<p>acceptable.</p>	
<p>CARE vision and Values links</p> <p>School Values in bold</p> <p>CARE links in colour</p>	<ul style="list-style-type: none"> • Respect • Compassion • Friendship (EYFS value) • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others. • Friendship (EYFS Value) • Engagement in our community and with others who have differing worldviews. 	<ul style="list-style-type: none"> • Friendship (EYFS Value) • Engagement in our community and with others who have differing worldviews. • Compassion for others 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others • Engagement in our community and with others who have differing worldviews. 	<p>Respect</p> <p>Perseverance</p> <p>Compassion</p> <ul style="list-style-type: none"> • Friendship (EYFS value) Aspiration 	<ul style="list-style-type: none"> • Respect • Reflecting on ourselves and our worldview • Engagement in our community and with others who have differing worldviews. •

Year 1 (Christianity and Judaism)						
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Beliefs and Questions	Community and Identity	Reality and Truth	Beliefs and Questions	Community and Identity	Reality and Truth
MK Syllabus	Christianity plus one other Abrahamic religion (Judaism) in depth with reference to one Dharmic (Hindu) tradition and non-religious backgrounds.					
Title and Big Question	Creation Focus: Why do most Christians call God 'creator'?	Christmas Focus: What do most Christians celebrate together?	Story Lessons Focus: What questions do the parables of Jesus and/or stories in the Bible make us want to ask?	Jewish beliefs Focus: What do different Jewish people believe about God?	Shabbat Focus: How and why is Shabbat important to some Jewish people in Britain?	Morals Focus: How do people know how to behave?
Brief Synopsis	Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation	Focus on festivals such as Christmas and Easter, but also communion if appropriate.	This becomes an introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.	Jewish beliefs about God, looking at Abraham and the Shema.	The origins of Shabbat and the practices associated with it	Focus on 10 commandments and Jewish food laws:
RE Curriculum Links	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to Story lessons (reality and truth - Spring Year 1) introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is God like. (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is God like. (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is God like. (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New Testaments, God as Father, Son and Spirit	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to Jewish beliefs - Spring Year 1 Jewish beliefs about God, looking at Abraham and the Shema. Links to Jewish community and identity - Summer Year 1 Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah.	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to Jewish beliefs - Spring Year 1 Jewish beliefs about God, looking at Abraham and the Shema. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to Jewish
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	<p>Links to how do Christians decide what is right? (Spring, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit</p>	<p>through the Bible, both Old and New testaments, God as Father, Son and Spirit Links to how do Christians decide what is right? (Spring, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit</p>	<p>Old and New testaments, God as Father, Son and Spirit Links to how do Christians decide what is right? (Spring, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit</p>			<p>community and identity - Summer Year 1) Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah</p>
<p>CARE vision and Values links</p> <p>School Values in bold</p> <p>CARE links in colour</p>	<ul style="list-style-type: none"> • Respect • Thankfulness (year 1 value) • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Reflecting on our own opinions and expressing them clearly. 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others. • Thankfulness (year 1 value) • Engagement in our community and with others who have differing worldviews. • 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others. • Thankfulness (year 1 value) • Aspiration and how we influence others by our actions. • Engagement in our community and with others who have differing worldviews. 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others. • Engagement in our community and with others who have differing worldviews. • Reflecting on our own opinions and expressing them clearly. • Courage- being able to stand up for what you believe in. 	<ul style="list-style-type: none"> • Respect • Perseverance • Choices – why people follow the rules of faith and why it matters to them and us. 	<ul style="list-style-type: none"> • Respect • Compassion • Engagement with others who have differing worldviews. • Reflecting on our own opinions • Choices – why there are rules and why it is important to follow them.
<p>PSHE LINKS</p> <p>Vertical</p> <p>Horizontal</p>	<p>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.</p>	<p>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group. Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to belonging to</p>	<p>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group. Links to belonging to a community (Year 2, Spring) Belonging to a group, being the same and different in the community. Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully.</p>	<p>Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community. Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully. Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively.</p>	<p>Links to Relationships (Yr. 3 Autumn) appreciating difference and diversity in our community. Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully. Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively.</p>	<p>Links to Relationships (Yr. 3 Autumn) appreciating difference and diversity in our community. Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully. Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively.</p>

	<p>Links to belonging to a community (Year 2, Spring) Belonging to a group, being the same and different in the community.</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully.</p> <p>Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively</p>	<p>a community (Year 2, Spring) Belonging to a group, being the same and different in the community.</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully.</p> <p>Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively</p>	<p>Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively.</p>			<p>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</p>
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Year 2 (Christianity and Judaism)						
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Beliefs and Questions	Community and Identity	Reality and Truth	Beliefs and Questions	Community and Identity	Reality and Truth
MK Syllabus	Christianity plus one other Abrahamic religion (Judaism) in depth with reference to one Dharmic (Hindu) tradition and non-religious backgrounds.					
Title and Big Question	What is God like? Focus: How do Christians find out what God is like?	Christian Worship Focus: Why do many Christians meet together regularly and what do they do?	My Conscience Focus: How do Christians decide what is right?	The Torah Focus: What does Torah mean for Jewish people?	Synagogue Focus: In what ways is the synagogue important to Jews?	Leadership Focus: What are the best reasons for following a leader?
Brief Synopsis	Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit	Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Include Christmas or Easter as appropriate.	Explore the role of conscience, leaders and teachers in interpretation. Focus on authority of text, person and place, testing whether ideas make sense	Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers	Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah	Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.
RE Curriculum Links	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Story lessons (reality and truth - Spring Year 1) <i>introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.</i> Links to how do Christians decide what is right? (Spring, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to what is God like? (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit Links to how do Christians decide what is right? (Spring, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Story lessons (reality and truth - Spring Year 1) <i>introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.</i> Links to Who am I and where do I belong? (Spring EYFS) An introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to what is God like? (Autumn, Year 2) Explore the character	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Jewish beliefs - Spring Year 1) Jewish beliefs about God, looking at Abraham and the Shema. Links to Jewish community and identity - Summer Year 1) Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah. Links to Christian Worship - Autumn Year 2) Christians go to church to learn about God, they worship together and serve the wider community as	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Jewish beliefs - Spring Year 1) Jewish beliefs about God, looking at Abraham and the Shema. Links to Jewish community and identity - Summer Year 1) Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah. Links to Christian Worship - Autumn Year 2) Christians go to church to learn about God, they	Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love Links to Jewish community and identity - Summer Year 1) Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah Links to Story lessons (reality and truth - Spring Year 1) <i>introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different</i>
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			and attributes of God and Jesus as revealed through the Bible, both Old and New Testaments, God as Father, Son and Spirit	part of a church. Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love	worship together and serve the wider community as part of a church. Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love.	opinions are acceptable.
<p>CARE vision and Values links</p> <p>School Values in bold</p> <p>CARE links in colour</p>	<ul style="list-style-type: none"> • Respect • Courage and being able to share your thoughts and feelings (year 2 value) • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. Reflecting on our own opinions and expressing them clearly. 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others • Courage and being able to share your thoughts and feelings (year 2 value) • Engagement in our community and with others who have differing worldviews. 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others • Perseverance • Aspiration and the work of Christian scientists • Engagement in our community and with others who have differing worldviews. • Courage and being able to stand up for what is right (year 2 value) • Choices - making the right choices, even if that is the harder path to take. 	<ul style="list-style-type: none"> • Respect and understanding the lives and beliefs of others • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. • 	<ul style="list-style-type: none"> • John Wesley and his own pilgrimage, visiting communities and churches around the UK (Methodism link) • Respect • Perseverance • Aspiration • Choices – understanding other faiths and how they influence people's choices. • Perseverance 	<ul style="list-style-type: none"> • Respect • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Reflecting on our own opinions and expressing them clearly. • Choices – why leaders make choices and set rules for followers.
<p>PSHE Links</p> <p>Vertical</p> <p>Horizontal</p>	<p>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</p> <p>Links to belonging to a community (Year 2, Spring) Belonging to a group, being the same and different in the community</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully.</p> <p>Links to belonging to a</p>	<p>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</p> <p>Links to belonging to a community (Year 2, Spring) Belonging to a group, being the same and different in the community</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and</p>	<p>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</p> <p>Links to belonging to a community (Year 2, Spring) Belonging to a group, being the same and different in the community</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and</p>	<p>Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully.</p> <p>Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing</p>	<p>Links to Relationships (Yr. 3 Autumn) appreciating difference and diversity in our community</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully.</p> <p>Links to belonging to a community (Year 4, Autumn) Respecting differences and</p>	<p>Links to Relationships (Yr. 3 Autumn) appreciating difference and diversity in our community</p> <p>Links to relationships (Year 3, autumn) sharing opinions collaboratively and respectfully.</p> <p>Links to belonging to a community (Year 4, Autumn)</p>

	<p>community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively</p>	<p>respectfully. Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively</p>	<p>respectfully. Links to belonging to a community (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively</p>	<p>difference sensitively</p>	<p>similarities; discussing difference sensitively</p>	<p>Respecting differences and similarities; discussing difference sensitively Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</p>
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Year 3 (Christianity and Islam)

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Beliefs and Questions	Community and Identity	Reality and Truth	Beliefs and Questions	Community and Identity	Reality and Truth
MK Agreed Syllabus	Christianity plus one different Abrahamic religion (Islam) and one Dharmic (Hinduism) tradition in depth with reference to other religious traditions and non-religious perspectives as appropriate.					
Title and Big Question	<u>Inspiring Jesus</u> Focus: How are different people inspired by the teachings of Jesus?	<u>Belonging</u> Focus: Why does it matter if we are a part of a community?	<u>Holy Week</u> Focus: Does art help with understanding stories?	<u>The birth of Islam</u> Focus: What do Muslims believe about God and where did Islam start?	<u>The Qur'an</u> Focus: What is the Qur'an and why do many Muslims try to learn it by heart?	<u>Truth and Evidence</u> Focus: Does it matter if a story is true or not?
Brief Synopsis	Concept of Gospel and explore how Jesus treated people – discipleship, followers, love	Concept of belonging to a community and the human need to belong. How art, light and music can all be used as symbols of belonging to a Christian community. Methodist focus unit	Parables, especially those about the Kingdom of Heaven and forgiveness	Tawhid, Muhammad, Night of Power, monotheism in a polytheistic culture. 99 names of Allah	Angel Jibril dictated the very words of God; therefore, they are important. Use Arabic and become Hafiz	Focus on deeper truths, perception, and evidence. Explore proverbs and sayings, including nonreligious ones. This could begin to bring in real philosophy, such as Plato's cave
RE Curriculum Links	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is God like? (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New Testaments, God as Father, Son, and Spirit	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to what is God like. (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New Testaments, God as Father, Son and Spirit Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love	Links to what is special about Christmas. (Autumn, Year 1) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Christian Worship - Autumn Year 2) Christians go to church to learn about God, they worship together and serve the wider community as part of a church. Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love.	Links to Who is God? (Spring, Year R) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Christian Worship - Autumn Year 2) Christians go to church to learn about God, they worship together and serve the wider community as part of a church. Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love.	Links to stories (Autumn, Year 1) What questions do stories in the Bible make us want to ask? Links to What does Torah mean for Jewish people. Spring year 2 - What does Torah mean for Jewish people? How do Christians know what is right? Links to the Qur'an (Summer, Year 3) What is the Qur'an and why do Muslims try to learn it by heart?
CARE vision and Values links	<ul style="list-style-type: none"> • Respect • Courage • Forgiveness (Year 3 value) • Engagement in our 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Choices – telling the

	<p>community and with others who have differing worldviews.</p> <ul style="list-style-type: none"> • Reflecting on our own opinions and expressing them clearly 	<p>able to share your thoughts and feelings.</p> <ul style="list-style-type: none"> • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • 	<p>able to share your thoughts and feelings.</p> <ul style="list-style-type: none"> • Forgiveness (Year 3 value) • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • 	<p>able to share your thoughts and feelings.</p> <ul style="list-style-type: none"> • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. 	<p>able to share your thoughts and feelings.</p> <ul style="list-style-type: none"> • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. 	<p>truth.</p> <ul style="list-style-type: none"> • Forgiveness (Year 3 value) • Courage and being able to share your thoughts and feelings. • Reflecting on ourselves and our worldview and where it comes from. • Engagement others who have differing worldviews. • Choices - making the right choices, even if that is the harder path to take.
<p>PSHE LINKS</p> <p>Vertical</p> <p>Horizontal</p>	<p><i>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</i></p> <p><i>Links to belonging to a community (Year 2, Spring)</i> Belonging to a group, being the same and different in the community.</p> <p><i>Links to relationships (Year 3, autumn)</i> sharing opinions collaboratively and respectfully.</p> <p><i>Links to belonging to a community (Year 4, Autumn)</i> Respecting differences and similarities; discussing difference sensitively</p>	<p><i>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</i></p> <p><i>Links to belonging to a community (Year 2, Spring)</i> Belonging to a group, being the same and different in the community.</p> <p><i>Links to relationships (Year 3, autumn)</i> sharing opinions collaboratively and respectfully.</p> <p><i>Links to belonging to a community (Year 4, Autumn)</i> Respecting differences and similarities; discussing difference sensitively.</p>	<p><i>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</i></p> <p><i>Links to belonging to a community (Year 2, Spring)</i> Belonging to a group, being the same and different in the community.</p> <p><i>Links to relationships (Year 3, autumn)</i> sharing opinions collaboratively and respectfully.</p> <p><i>Links to belonging to a community (Year 4, Autumn)</i> Respecting differences and similarities; discussing difference sensitively.</p>	<p><i>Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community.</i></p> <p><i>Links to relationships (Year 3, autumn)</i> sharing opinions collaboratively and respectfully.</p> <p><i>Links to belonging to a community (Year 4, Autumn)</i> Respecting differences and similarities; discussing difference sensitively.</p>	<p><i>Links to Relationships (Yr. 3 Autumn)</i> appreciating difference and diversity in our community.</p> <p><i>Links to relationships (Year 3, autumn)</i> sharing opinions collaboratively and respectfully.</p> <p><i>Links to belonging to a community (Year 4, Autumn)</i> Respecting differences and similarities; discussing difference sensitively.</p> <p><i>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</i></p>	<p><i>Links to Relationships (Yr. 3 Autumn)</i> appreciating difference and diversity in our community.</p> <p><i>Links to relationships (Year 3, autumn)</i> sharing opinions collaboratively and respectfully.</p> <p><i>Links to belonging to a community (Year 4, Autumn)</i> Respecting differences and similarities; discussing difference sensitively.</p> <p><i>Links to living in the wider world (Yr. 1 Spring) – using strengths in the community and when working in a group</i></p>

Year 4 (Christianity and Hinduism)

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Beliefs and Questions	Community and Identity	Reality and Truth	Beliefs and Questions	Community and Identity	Reality and Truth
MK Agreed Syllabus	Christianity plus one other Abrahamic (Islam) religion and one Dharmic (Hinduism) tradition and Humanism. With reference to other religious traditions and worldviews as appropriate.					
Title and Big Question	<u>The Trinity</u> Focus: Who do Christians believe Jesus is?	<u>The Spread of Christianity</u> Focus: How and why has Christian practice changed over time?	<u>John Wesley</u> Focus: What does it feel like to experience God's presence?	<u>The Hindu Faith</u> Focus: How do Hindus understand God (Brahman)?	<u>Hindu Worship</u> Focus: What role does worship play in the life of a Hindu?	<u>Spiritual Places</u> Focus: How and why do people argue that some places can be spiritual?
Brief Synopsis	Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah	Early church was Jewish and as more non-Jews were added adaptations happened. Christians believe God still speaks, role of sanctified common sense . Perhaps include story of Peter at the house of Simon the Tanner Acts 10.	Explore spirituality and the Methodist phrase 'Hearts strangely warmed' exploring the life and legacy of John Wesley and how Christians express their feelings about God. Methodist focus unit	One God in many forms, God in everything, part of everything, different symbols for the attributes of God – and some of the stories linked to Vishnu, Shiva, Ganesh etc.	Arti and Puja, home shrine and Mandir, ritual and celebrations.	Focus on Christian and Hindu beliefs about spiritual places, but also the fact that for some people place does not matter. This will bring in the philosophical concept of whether spirit resides in people, or places or doesn't exist.
RE Curriculum Links	Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is God like? (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit Links to inspiring Jesus (Autumn, Year 3) Concept of Gospel and explore how Jesus treated people – discipleship, followers, love Links to What does it feel like to experience God's presence? (Spring, Year 4) Explore spirituality and the Methodist phrase 'Hearts	Links to Who am I (Spring EYFS) To know about the baptism of Jesus and how modern Christians are baptised. Links to what is special about Christmas. (Autumn, Year 1) Focus on festivals such as Christmas and Easter, but also communion if appropriate. Links to Story lessons (reality and truth - Spring Year 1) introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Links to Christian Worship - Autumn Year 2) Christians go to church to learn about God, they worship together and serve the wider community as	Links to Who am I (Spring EYFS) To know about the baptism of Jesus and how modern Christians are baptised. reality and truth - Spring Year 1) introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable. Leadership - Spring Year 2) Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability. Holy Week - Spring Year 3) Parables, especially those about the Kingdom of Heaven and forgiveness Links to Who do	Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is God like? (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed through. Links to the birth of Islam (Spring, Year 3) What do Muslims believe about God and where did Islam start? Links to the Qur'an (Summer, Year 3) What is the Qur'an and why do Muslims try to learn it by heart? Links to Who do Christians believe Jesus is? – (Autumn	Links to creation (Autumn, Year 1) 'Why do most Christians call God 'Creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation Links to what is God like? (Autumn, Year 2) Explore the character and attributes of God and Jesus as revealed through. Links to the birth of Islam (Spring, Year 3) What do Muslims believe about God and where did Islam start? Links to the Qur'an (Summer, Year 3) What is the Qur'an and why do Muslims try to learn it by heart? Links to Who do Christians believe Jesus is? – (Autumn year 4)	Links to The Synagogue (Summer Yr. 2) In what ways is the synanon important to Jewish people? Links to The Mosque (Summer, Year 5) How far does the mosque contribute to the Muslim concept of Ummah? Links to Christian Worship - Autumn Year 2) Christians go to church to learn about God, they worship together and serve the wider community as part of a church. Links to What does it feel like to experience God's presence? (Spring, Year 4) Explore spirituality and the Methodist phrase 'Hearts strangely warmed' exploring the
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	strangely warmed' exploring the life and legacy of John Wesley and how Christians express their feelings about God. Methodist focus unit	part of a church. Links to Who do Christians believe Jesus is? – (Autumn year 4) Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah	Christians believe Jesus is? – (Autumn year 4) Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah.	year 4) Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah	Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah	life and legacy of John Wesley and how Christians express their feelings about God. Methodist focus unit
CARE vision and Values links	<ul style="list-style-type: none"> • Respect • Courage • Perseverance (Year 6 value) • Compassion • Engagement in our community and with others who have differing worldviews. • Reflecting on our own opinions and expressing them clearly 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Perseverance (Year 6 value) • Compassion • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Compassion • Perseverance (Year 6 value) • Forgiveness • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices - making the right choices, even if that is the harder path to take. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Compassion • Perseverance (Year 6 value) • Courage and being able to share your thoughts and feelings. • Reflecting on ourselves and our worldview and where it comes from. • Engagement others who have differing worldviews.
PSHE Links	Links to healthy Relationships (Yr. 4) – Valuing difference, listening and responding to people, sharing our points of view. Respecting ourselves and others (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively	Links to healthy Relationships (Yr. 4 Spring) Valuing difference, listening and responding to people, sharing our points of view. Links to Relationships (Yr. 4 Summer) – appreciating difference and diversity in our community. Links to Environment (Yr.	Links to healthy Relationships (Yr. 4 Autumn) – Valuing difference, listening and responding to people, sharing our points of view Links to respecting ourselves and others (Year 5, Autumn) Responding respectfully to a wide range of people;	Links to healthy Relationships (Yr. 4 Autumn) – Valuing difference, listening and responding to people, sharing our points of view. Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community	Links to healthy Relationships (Yr. 4 Autumn) – Valuing difference, listening and responding to people, sharing our points of view. Links to Relationships (Yr. 3 Autumn) appreciating difference and diversity in our community	Links to healthy Relationships (Yr. 4 Autumn) – Valuing difference, listening and responding to people, sharing our points of view Links to respecting ourselves and others (Year 5, Autumn) Responding respectfully to a wide range of people;
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		<p>5 Spring) –listening to others, raise concerns and challenges.</p>	<p>Recognising prejudice and discrimination Respecting ourselves and others (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively</p>			<p>Recognising prejudice and discrimination Respecting ourselves and others (Year 4, Autumn) respecting differences and similarities; discussing difference sensitively</p>
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Year 5 (Christianity and Islam)

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Beliefs and Questions	Community and Identity	Reality and Truth	Beliefs and Questions	Community and Identity	Reality and Truth
MK Agreed Syllabus	Christianity plus one other Abrahamic (Islam) religion and one Dharmic (Hinduism) tradition and Humanism. With reference to other religious traditions and worldviews as appropriate.					
Title and Big Question	The Crucifixion Focus: What do Christians believe about the death of Jesus?	Baptism Focus: How do rites of passage shape the lives of different Christians?	Wisdom Focus: Is it long ago and far away, or is it here and now?	The Seal of the Prophets Focus: Why is it important to Muslims that Muhammad is the seal of the prophets?	The Mosque Focus: How far does mosque contribute to the Muslim concept of Ummah?	The Meaning of Life Focus: What does it mean to live a good life?
Brief Synopsis	Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it	Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox	Define commitment and what it means to us. Explore the commitments found in the Methodist community. Look at codes of conduct for Christians and the shared commitment to Peace. Methodist focus unit	Find out about the Muslim view of the prophets of the Old Testament, Jesus, and the role the Muhammad plays in the concept of Prophethood	Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed	Ensure that nonreligious views are considered here too. Bring in The Phillipa Foot and the Trolley problem. Aristotle and the Golden Mean.
RE Curriculum Links	Links to The Trinity (Autumn, Year 4) How do Christians view God? The incarnation and the trinity – and how this influence the daily lives of Christians.	Links to Who am I (Spring EYFS) To know about the baptism of Jesus and how modern Christians are baptized.. Links to the meaning of life (Summer, Year 5) Recap on where ideas of right and wrong come from and what individual faiths teach about how we should live our lives. Links to The Trinity (Autumn, Year 4) How do Christians view God? The incarnation and the trinity – and how this influences the daily lives of Christians.	Links to Seal of the Prophets (Spring, Year 5) How do Muslim beliefs impact the daily life, practices and actions of Muslims. Explore the stories that have influenced this thinking. Links to the meaning of life (Summer, Year 5) Recap on where ideas of right and wrong come from and what individual faiths teach about how we should live our lives. Links to The Trinity (Autumn, Year 4) How do Christians view God? The incarnation and the trinity – and how this influences the daily lives of Christians.	Links to the birth of Islam (Spring, Year 3) What do Muslims believe about God and where did Islam start? Links to the Qur'an (Summer, Year 3) What is the Qur'an and why do Muslims try to learn it by heart? Links to The Mosque (Summer, Year 5) How far does the mosque contribute to the Muslim concept of Ummah Links to The Trinity (Autumn, Year 4) How do Christians view God? The incarnation and the trinity – and how this influences the daily lives of Christians.	Links to the birth of Islam (Spring, Year 3) What do Muslims believe about God and where did Islam start? Links to the Qur'an (Summer, Year 3) What is the Qur'an and why do Muslims try to learn it by heart? Links to The Synagogue (Summer Yr. 2) In what ways is the synanon important to Jewish people? Links to The Trinity (Autumn, Year 4) How do Christians view God? The incarnation and the trinity – and how this influences the daily lives of Christians.	Links to the birth of Islam (Spring, Year 3) What do Muslims believe about God and where did Islam start? Links to the Qur'an (Summer, Year 3) What is the Qur'an and why do Muslims try to learn it by heart? Links to The Synagogue (Summer Yr. 2) In what ways is the synanon important to Jewish people? Links to The Trinity (Autumn, Year 4) How do Christians view God? The incarnation and the trinity – and how this influences the daily lives of Christians. Links to the Resurrection (Autumn, Year 6) Consider the centrality of
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						the resurrection to Christian belief and what this tells Christians about Jesus
CARE vision and Values links	<ul style="list-style-type: none"> • Respect (year 5 value) • Courage • Compassion (Year 4 value) • Engagement in our community and with others who have differing worldviews. • Reflecting on our own opinions and expressing them clearly 	<ul style="list-style-type: none"> • Respect (year 5 value) • - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Compassion • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. 	<ul style="list-style-type: none"> • Respect (year 5 value) as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Compassion • Forgiveness • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices - making the right choices, even if that is the harder path to take. • Perseverance 	<ul style="list-style-type: none"> • Respect (year 5 value) as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. 	<ul style="list-style-type: none"> • Respect (year 5 value) as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. 	<ul style="list-style-type: none"> • Respect (year 5 value) as part of a community of differing opinions and worldviews. • Compassion • Perseverance (Year 6 value) • Courage and being able to share your thoughts and feelings. • Reflecting on ourselves and our worldview and where it comes from. • Engagement others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. • Aspiration – setting challenging goals for ourselves.
PSHE Links Vertical Horizontal	Links to healthy Relationships (Yr. 4) – Valuing difference, listening and responding to people, sharing our points of view. Respecting ourselves and others (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively	Links to healthy Relationships (Yr. 4 Spring) –Valuing difference, listening and responding to people, sharing our points of view. Links to Relationships (Yr. 4 Summer) – appreciating difference and diversity in our community. Links to Environment (Yr. 5 Spring) –listening to others, raise concerns and challenges.	Links to healthy Relationships (Yr. 4 Autumn) –Valuing difference, listening and responding to people, sharing our points of view Links to respecting ourselves and others (Year 5, Autumn) Responding respectfully to a wide range of people; Recognising prejudice and discrimination. Respecting ourselves and others (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively	Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community Links to healthy Relationships (Yr. 4 Autumn) –Valuing difference, listening and responding to people, sharing our points of view. Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community	Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community Links to healthy Relationships (Yr. 4 Autumn) –Valuing difference, listening, and responding to people, sharing our points of view. Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community	Links to healthy Relationships (Yr. 4 Autumn) –Valuing difference, listening and responding to people, sharing our points of view Links to respecting ourselves and others (Year 5, Autumn) Responding respectfully to a wide range of people; Recognising prejudice and discrimination. Respecting ourselves and others (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively

Year 6 (Christianity and Hinduism)

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Beliefs and Questions	Community and Identity	Reality and Truth	Beliefs and Questions	Community and Identity	Reality and Truth
MK Agreed Syllabus	Christianity plus one other Abrahamic (Islam) religion and one Dharmic (Hinduism) tradition and Humanism. With reference to other religious traditions and worldviews as appropriate.					
Title and Big Question	<u>The Resurrection</u> Focus: How far is belief in the resurrection important to Christians today?	<u>Living a Christian Life</u> Focus: How and why do Christians try to make the world a better place?	<u>Faith V Science</u> Focus: How do people make valid judgements about how and why the world is as it is?	<u>Hindu Dharma</u> Focus: What is the significance of Karma and Moksha for a Hindu?	<u>Pilgrimage</u> Focus: What might a Hindu gain from a pilgrimage to India?	<u>Worldviews</u> Focus: How does a worldview help people decide what is important?
Brief Synopsis	Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus	Explore a range of Christian charities and the teachings that underpin them – such as Christian Aid – ‘we believe in life before death’; consider whether this is the logical outworking of a faith in Jesus	Consider the different types of questions that science and religion ask and seek to answer. Look at the different types of evidence that they use as a basis for their answers. Study the lives of some Christian scientists	Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching	Find out about the range of places that Hindus might visit in India interview people who have done a pilgrimage. Consider the spiritual impact and the sense of community that a pilgrimage might give a believer	Using the experience of RE so far, explore what influence beliefs of all kinds have on the choices people make. Syllogism: reasoning and false reasoning
RE Curriculum Links	<i>Links to The Trinity (Autumn, Year 4)</i> How do Christians view God? The incarnation and the trinity – and how this influence the daily lives of Christians. <i>Links to the Crucifixion (Autumn, Year 5)</i> How do Christians view the death of Jesus and how does it affect how they live their daily lives?	<i>Links to the meaning of life (Summer, Year 5)</i> Recap on where ideas of right and wrong come from and what individual faiths teach about how we should live our lives.	<i>Links to living a Christian Life (Autumn Yr. 6)</i> Links to Christian beliefs about the how the world is and our responsibilities towards it. <i>Links to the meaning of life (Summer, Year 5)</i> Recap on where ideas of right and wrong come from and what individual faiths teach about how we should live our lives.	<i>Links to Seal of the Prophets (Spring, Year 5)</i> How do Muslim beliefs impact the daily life, practices and actions of Muslims. Explore the stories that have influenced this thinking. <i>Links to The Trinity (Autumn, Year 4)</i> How do Christians view God? The incarnation and the trinity – and how this influence the daily lives of Christians.	<i>Links to the meaning of life (Summer, Year 5)</i> Recap on where ideas of right and wrong come from and what individual faiths teach about how we should live our lives. <i>Links to Spiritual Places (Spring, Year 4)</i> Recap on whether spirit resides in people or places. Why do some people argue that spaces are spiritual and special?	<i>Links to the meaning of life (Summer, Year 5)</i> Recap on where ideas of right and wrong come from and what individual faiths teach about how we should live our lives. <i>Links to Pilgrimage (Summer Yr. 6)</i> Links to our understanding of how important pilgrimage is to believers and the purpose it gives to people's lives. How can these similarities enhance our communities?
CARE vision and Values links	<ul style="list-style-type: none"> • Respect • Courage • Compassion (Year 4 value) • Engagement in our community and with others who have differing worldviews. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Courage and being able to share your thoughts and feelings. 	<ul style="list-style-type: none"> • Respect - as part of a community of differing opinions and worldviews. • Compassion (Year 4 value) • Courage and being able to share your

	<ul style="list-style-type: none"> • Reflecting on our own opinions and expressing them clearly 	<ul style="list-style-type: none"> • Compassion (Year 4 value) • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. 	<ul style="list-style-type: none"> • Compassion • Forgiveness • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices - making the right choices, even if that is the harder path to take. 	<ul style="list-style-type: none"> • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. 	<ul style="list-style-type: none"> • Reflecting on ourselves and our worldview and where it comes from. • Engagement in our community and with others who have differing worldviews. • Choices – understanding other faiths and how they influence people's choices. • 	<p>thoughts and feelings.</p> <ul style="list-style-type: none"> • Reflecting on ourselves and our worldview and where it comes from. • Engagement others who have differing worldviews. •
<p>PSHE Links</p> <p>Vertical</p> <p>Horizontal</p>	<p>Links to healthy Relationships (Yr. 4) – Valuing difference, listening and responding to people, sharing our points of view.</p>	<p>Links to Keeping safe (Yr. 3) – school rules on health and safety. Who helps me stay healthy and safe?</p> <p>Links to Environment (Yr. 3 Spring) – My responsibilities – rights and duties.</p> <p>Links to Relationships (Yr. 4 Summer) – appreciating difference and diversity in our community.</p> <p>Links to Environment (Yr. 5 Spring) – listening to others, raise concerns and challenges.</p>	<p>Links to relationships (Yr. 4 Autumn) –Valuing difference, listening and responding to people, sharing our points of view.</p> <p>Respecting ourselves and others (Year 4, Autumn) Respecting differences and similarities; discussing difference sensitively</p> <p>Links to Rights and Responsibilities (Yr. 5 Spring) –staking responsibility and looking after the world.</p>	<p>Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community.</p> <p>Links to healthy Relationships (Yr. 4 Autumn) –Valuing difference, listening and responding to people, sharing our points of view</p> <p>Links to Environment (Yr. 5 Spring) –listening to others, raise concerns and challenges.</p> <p>Links to Rights and Responsibilities (Yr. 5 Spring) –showing compassion towards others.</p>	<p>Links to healthy Relationships (Yr. 4 Autumn) –Valuing difference, listening and responding to people, sharing our points of view.</p> <p>Links to Relationships (Yr. 3 Autumn) – appreciating difference and diversity in our community.</p> <p>Links to Environment (Yr. 5 Spring) –listening to others, raise concerns and challenges.</p> <p>Links to Rights and Responsibilities (Yr. 6 Spring) –being aware of images in the media and developing a critical voice. Recognising stereotypes.</p>	<p>Links to healthy Relationships (Yr. 4 Autumn) –Valuing difference, listening and responding to people, sharing our points of view.</p> <p>Links to Relationships (Yr. 4 Summer) – appreciating difference and diversity in our community.</p> <p>Links to Rights and Responsibilities (Yr. 6 Spring) –being aware of images in the media and developing a critical voice. Recognising stereotypes.</p> <p>Links to Rights and Responsibilities (Yr. 6 spring) –being part of a community; groups that support communities</p>