



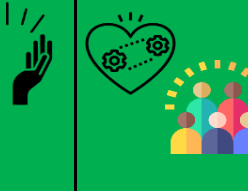
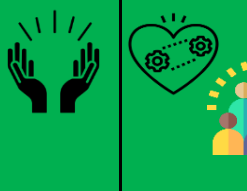




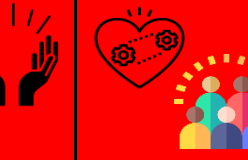
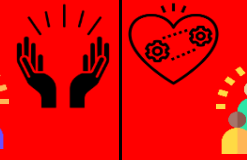





## R.E. Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Christianity</b> Creation	<b>Christianity</b> Incarnation	<b>Sanatana Dharma</b>		<b>Christianity</b> People Of God	<b>Christianity</b> Big Frieze Project
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 
	Key people: God Adam Eve	Key people: The Trinity: God The Father God The Son God The Holy Spirit	Key people: Brahman Trimurti	Key people: Rama Sita Ravana Lakshmi Brahman	Key people: Noah Abraham The prophets	Key people: Jesus
Year 4	<b>Sikhism</b>	<b>Christianity</b> The Gospel	Food In Religion	<b>Christianity</b> Salvation	<b>Christianity</b> The Kingdom of God	Signs & Symbols in Religion
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 
	Key people: Guru Nanak Gurus Khalsa	Key people:	Key people:	Key people: Jesus Judas Disciples Pontius Pilate King Herod	Key people:	Key people:

Year 5	<b>Christianity</b> The Gospel	<b>Christianity</b> The Kingdom of God	<b>Christianity</b> Incarnation	<b>Christianity</b> Salvation	<b>Islam</b>	
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 
	Key people: Jesus Disciples Peter	Key people: Jesus	Key people: Jesus Mary Mother Teresa Martin Luther King Desmond Tutu	Key people: Jesus Pontius Pilate Judas (Simon) Peter Mary Magdelene	Key people: Allah Muhammad (PBUH)	Key people: Allah Muhammad (PBUH)
	<b>Judaism</b>	<b>Christianity</b> The People of God	<b>Christianity</b> God	<b>Christianity</b> Salvation	<b>Humanism</b>	<b>Christianity</b> Creation & The Fall
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 

Year 6	<u>Key people:</u> Moses Egyptians / Pharaoh Hebrews/Israelites/Slaves/Jews	<u>Key people:</u> Moses Jesus	<u>Key people:</u> Jesus Moses Famous Humanists: Sandi Toksvig, Stephen Fry, Brad Pitt, Patrick Stewart, Alice Roberts	<u>Key people:</u> Luke (his Gospel) Jesus Disciples	<u>Key people:</u>	<u>Key people:</u>
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3 substantive concepts	
beliefs	
practices	
diversity	





**R.E. - Progression**

The aim of our Religious Education curriculum at Baden-Powell is to support each and every child's understanding of their place in the diverse world in which they live, in relation to themselves, others, the World and beyond; to develop the religious literacy of all children; and to enthuse and inspire all children by challenging them both intellectually and spiritually.  
 The children are introduced to world views, religions and faiths in line with BCP's Locally Agreed Syllabus and, our chosen scheme, 'Understanding Christianity', underpins our learning about the Christian faith and what it means to be deeply Christian. Our school values of Respect, Friendship, Compassion, Aspiration and Resilience comprise the golden thread which is woven throughout the R.E. curriculum.  
 To ensure that our cyclical R.E. curriculum is as meaningful as possible, we have selected and sequenced our R.E. units to complement the liturgical calendar and, where relevant, support the overarching topics studied each half term.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
	The Big Frieze	Incarnation	Sanatana Dharma
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	The Big Frieze shows the story/timeline of the events in the Bible. The Creation Story describes how God created the world. Adam and Eve were the first humans, created by God.	God the Father is the Creator in Heaven, who knows and loves all of creation. God the Son is the physical being of Jesus, who was sent to Earth to save us and bring people closer to God. God the Holy Spirit is God's powerful essence that is inside all of us and helps to connect us to God.	There is one Divine God Brahman who is present in everything. Brahman is represented by the Trimurti who are three special deities. Sanatanis also worship other Gods and Goddesses who represent different parts of life.
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	There are symbols and pictures that represent each part of the Big Frieze. Christians believe that the Creation Story shows the wonder and power of God. The story of Adam and Eve was a test from God and links to the 'Fall of Man' in the Big Frieze.	God the Father, Son and Holy Spirit are all present in the Big Story of the Bible, in the Frieze panels. Christians can pray to God the Father, Son and Holy Spirit and this is an important part of everyday faith. The Holy Trinity features in Christian acts, such as Baptism. The Holy Trinity can be expressed in different ways, including artwork and symbols.	Kharma is a key element of the Sanatana Dharma religion. Sanatanis use dharma as rules for living life. Sanatanis believe in Reincarnation.
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
Year 3	<b>Strand A</b> A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. <b>Strand B</b> B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. <b>Strand C</b> C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: To describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B3: To appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: To articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	<b>Big Frieze:</b> the Big Story of the Bible told in pictures, with different headings: Creation, Fall of Man, People of God, Incarnation, Gospel, Salvation, Kingdom of God <b>Big Story:</b> the story map of the Bible that shows the key events in order. <b>Symbols:</b> A mark, sign, or word that represents an idea, object or relationship. <b>Temptation:</b> A desire to do something, especially wrong or unwise. <b>Serpent:</b> A large snake, a Biblical name for Satan. <b>Genesis:</b> The first book of the Bible – the beginning of which is about God creating the universe. <b>Chapter:</b> A division of a book, typically with a number or title. <b>Christians:</b> A person who has received Christian baptism or is a believer in Christianity. <b>Christianity:</b> The religion based on the teachings of Jesus Christ. <b>Old Testament:</b> The first half of the Bible.	<b>Holy Trinity:</b> God represented in three special parts: Father, Son and Holy Spirit. <b>God the Father:</b> God in Heaven who created the Earth and everything in it. <b>God the Son:</b> the physical being of Jesus, who was sent to Earth to save us and bring people closer to God. <b>God the Holy Spirit:</b> God's powerful essence that is inside all of us and helps to connect us to God. <b>Big Story:</b> the story map of the Bible that shows the key events in order. <b>Bible:</b> the Christian Holy book that has the story and all of God's teachings. <b>Frieze panels:</b> the big pictures of the story that show the key events <b>Prayers:</b> how Christians speak to God <b>The Lord's Prayer:</b> a special prayer in the Bible that all Christians learn <b>Baptism / Christening:</b> a special event that welcomes someone to the Church <b>Symbols:</b> A mark, sign, or word that represents an idea, object or relationship.	<b>Karma:</b> Consequences of actions– future incarnations. <b>Dharma:</b> Rules to live your life by. <b>Reincarnation:</b> The cycle of birth, life, death and rebirth. <b>Brahman:</b> The Supreme God. <b>Trimurti:</b> The triad of the Three Gods. <b>Moksha:</b> The liberation and salvation– out of samsara. <b>Samsara:</b> Cycle of Life. <b>Atman:</b> Soul.
cross curricular links		Art - looking at pictures, symbols and logos, English - use of conjunctions	

**R.E. - Progression**

	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Sanatana Dharma (cont'd)	Christianity - People Of God	The Big Frieze Art Project
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	Hindus/Sanatani have shrines in their homes and worship in Temples called Mandir. Hindu/Sanatani worship is called 'Puja'. The key Holy text is called the Bhagavad Gita. It is a guide for Hindus/Sanatani.	Stories in the Bible teach us to put our faith in God— e.g. Noah, Abraham in hard times. A Covenant is a two-way promise between a person and God. Christians use Bible stories as a guide for their own lives today.	The Big Frieze shows the story/timeline of the events in the Bible. There are symbols in each panel that show the events of the Bible. The meaning of the words: Incarnation, Salvation and Gospel.
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	Individual Gods have different roles and are worshipped for different reasons. People worship Murti (Gods/Goddesses) using a Puja tray that holds special items. People take a special pilgrimage journey to the River Ganges. Holi is the festival of colour that celebrates God's beautiful Creation.	There are links between the story of Noah and the idea of covenant. There are links between promises in the story of Noah and promises that Christians make. There are links between the story of Noah and how we live in school and the wider world. The story of Abraham and Isaac shows faith being tested.	none at the moment
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
Year 3	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. B3: Appreciate and appraise varied dimensions of religion or a worldview. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A2: To identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B2: To express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. C1: To find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	<b>Murti:</b> Gods / Goddesses <b>Puja:</b> The act of worship. <b>Shrine:</b> A place where Murti (Gods or Goddesses) are worshipped. <b>Mandir:</b> a Sanatani/Hindu Temple of worship. <b>Temple:</b> a place/building of worship. <b>Holi:</b> A spring festival celebrated in honour of Krishna. <b>Pilgrimage:</b> a journey to visit a religious site.	<b>Christians:</b> a person who has received Christian baptism or is a believer in Christianity. <b>Christianity:</b> the religion based on the teachings of Jesus Christ. <b>Old Testament:</b> the first half of the Bible. <b>Resurrection:</b> when Jesus rose from the dead. <b>Pilgrimage:</b> a journey to visit a religious site. <b>Miracles:</b> amazing events that occur, but cannot be explained. <b>Church:</b> a holy building where Christians worship.	<b>Big Frieze:</b> the Big Story of the Bible told in pictures, with different headings: Creation, Fall of Man, People of God, Incarnation, Gospel, Salvation, Kingdom of God <b>Temptation:</b> A desire to do something, especially wrong or unwise. <b>Symbols:</b> A mark, sign, or word that represents an idea, object or relationship. <b>Serpent:</b> A large snake, a Biblical name for Satan. <b>Genesis:</b> The first book of the Bible – the beginning of which is about God creating the universe. <b>Chapter:</b> A division of a book, typically with a number or title. <b>Christians:</b> A person who has received Christian baptism or is a believer in Christianity. <b>Christianity:</b> The religion based on the teachings of Jesus Christ.
cross curricular links			

R.E. - Progression

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	Autumn 1	Autumn 2	Spring 1
	Sikhism	Christianity - Gospel	Food in Religion
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	The Mool Mantar contains the key teachings of Sikhism. The Guru Granth Sahib is the main religious text of Sikhism Guru Nanak, the founder of Sikhism, gave Sikhs six key rules to live by.	Christians believe Jesus is the role model for loving God and your neighbour, and putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to live their lives like Jesus to build their relationship with God.	People use food in religious festivals and celebrations. Food has different significance in various religions. There are religious reasons why people cannot eat certain foods.
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	The Guru Granth Sahib is treated like a living Guru (teacher/leader). The Sikhs' religious building in which they worship is called the Gurdwara and is used for many different things including Worship and Langar. The community of men and women who have joined the Sikh faith is called the Khalsa. There are 5 Ks of Sikhism that people wear that each represent a different belief. Sikhs use their religious beliefs as a guide for modern issues and problems. There were ten Gurus that all contributed to the development of the Sikh religion.	Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. Matthew 4:18-22 is part of a 'Gospel', which tells the story of the life and teaching of Jesus. Following Jesus and being fishers of people are actions that Jesus wanted people to do, which is why many Christians today still try to do them. The actions of Jesus towards the leper has meaning for a Christian, particularly the importance of showing love to all.	There is a difference between religion and tradition. Religions have key teachings and beliefs about food. There are certain times of year when fasting occurs in some religions.
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
Year 4	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. B3: Appreciate and appraise varied dimensions of religion or a worldview. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Guru Nanak: the founder of Sikhism Gurus: teachers who followed the Guru Nanak Guru Granth Sahib: the Sikh holy book of sacred hymns Gurdwara: a place of worship which can be any building where the Guru Granth Sahib is kept. Langar: a shared meal at the end of the Gurdwara service Khalsa: the Sikh community of men and women Mool Mantar: the Sikh statement of belief. Kesh: uncut hair Kara: a steel bracelet Kanga: a wooden comb Kaccha: cotton underwear Klirpan: steel sword	Gospel: good news Testament: one of the two main parts of the Bible, the Old Testament or the New Testament. Samaritan: a person who is generous in helping those in distress. Lepor: a person who has leprosy. Gratitude: is the desire to give what you have to others. Disciples: a follower of Jesus. Clergy: the group of people who have the authority to lead religious services, such as ministers. Minister: a person authorized to perform or help at the religious services of some religions. Sin: an action that has broken a religious or moral law. Sinner: a person who sins.	Eid—Eid al-Fitr: a religious holiday that occurs at the end of Ramadan. Ramadan: the Islamic holy month of fasting. Fasting: when someone does not eat or drink for a period of time. Celebration: a party, social gathering or celebration. Seder plate: a special plate which contains symbolic foods that are eaten or displayed at Passover Seder (a Jewish holiday). Symbols: a mark, sign, or word that represents an idea, object or relationship. Vegetarianism: eating no meat at all, including poultry or fish.
cross curricular links			
supporting texts			
SMSC links			

R.E. - Progression

	Spring 2	Summer 1	Summer 2
	Christianity - Salvation	Christianity - The Kingdom Of God	Signs & Symbols in Religion
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	Lent remembers the time when Jesus went into the wilderness for 40 days. Good Friday is when Jesus was crucified on a cross Easter Sunday is when Jesus was resurrected.	Christians believe that Jesus began the 'Kingdom of God' Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit. Christians believe that, after Jesus returned to Heaven, He sent the Holy Spirit at Pentecost to help people live in the Christian way.	Symbols represent faiths from around the world and have special meanings. Religious artefacts such as the cross are powerful symbols today. People use symbols to connect with their own faith.
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	Jesus went to the wilderness to prepare for sacrificing Himself on the cross. Christians give things up during Lent to make their own sacrifices like Jesus. Shrove Tuesday ( Pancake day) is the day that Christians use up all their sugar/fat/ flour in readiness for Lent . Ash Wednesday is the first day of Lent. Maundy Thursday was the Last Supper when Judas betrayed Jesus with a kiss. Easter Sunday is when Lent finishes. Christians attend church services at this time of year to remember these special days.	The Holy Spirit is the third part of the Trinity - Father, Son and Holy Spirit - which is how Christians understand God, and is the means by which God is active on Earth. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	Symbols are usually objects, which are easy to understand, but they represent something more complex People wear or display symbols to show others what they believe in. Symbols can connect people of the same or similar faiths.
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
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	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Sacrifice: a loss or something you give up, usually for the sake of a better cause. Lent: The time of year when Christians prepare for Easter. Maundy Thursday: the fifth day of Holy Week which remembers the Last Supper. Shrove Tuesday: the Tuesday before Lent. A Christian festival. Ash Wednesday: The first day of Lent. Betrayal: an act of deliberate disloyalty or breaking someone's trust. Denial: to say that something hasn't happened. Crucifixion: a way to execute (kill) someone, usually because they have committed a crime. Resurrection: bringing someone back to life after they have died.	Sacrifice: a loss or something you give up, usually for the sake of a better cause. Lent: The time of year when Christians prepare for Easter. Shrove Tuesday: the Tuesday before Lent. A Christian festival. Ash Wednesday: The first day of Lent. Betrayal: an act of deliberate disloyalty or breaking someone's trust. Denial: to say that something hasn't happened. Resurrection: bringing someone back to life after they have died. Holy Trinity: God represented in three special parts: Father, Son and Holy Spirit. God the Father: God in Heaven who created the Earth and everything in it. God the Son: the physical being of Jesus, who was sent to Earth to save us and bring people closer to God. God the Holy Spirit: God's powerful essence that is inside all of us and helps to connect us to God.	Artefacts: a man-made object, such as pieces of art or tools, that is of particular cultural, historical or archaeological interest. Sign: something you see (or hear) which means something. A sign may be natural or man-made. Stained glass window: a window made of coloured glass, often showing religious pictures and usually seen in churches. Symbols: a mark, sign, or word that represents an idea, object or relationship.
cross curricular links			

R.E. - Progression		
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Autumn 1	Autumn 2	Spring 1
Christianity - Gospel	Christianity - Kingdom of God	Christianity - Incarnation
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
The Gospel contains teachings, parables and stories. Christians use the Gospels as a guide to living their lives. The teachings of Jesus in the Gospels can act as a guide to your own life and to modern world issues.	The 'Kingdom of God' means living in a way that follows the teachings of God and Jesus to make the world a better place. Each part of The Lord's Prayer has special meaning to Christians. Christians today use the teachings of Jesus and the Bible as a guide to their life.	Messiah means 'a promised leader which is regarded as the saviour of a particular country, group, or cause'. Christians believe that Jesus is the Messiah and is important in the world today. Christians believe that his birth, life, death and resurrection were part of a plan of God to restore the relationship between humans and God
<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
Gospel means 'Good News'. Christians read the Gospel and they can be interpreted in different ways. The Christian community reflects Jesus' teachings and examples in the Gospels.	God and Jesus have many kingly qualities that we can look to for guidance. The Lord's Prayer is a key part of Christianity. Parables are stories with a message that guide Christians on how to live. Messages and morals of parables can be applied to modern scenarios. Part of being a Christian is actively trying to improve the world through things like charity. Forgiveness is a key concept for Christians.	Incarnation and the Messiah have a place within the 'Big Story' (frieze) of the Bible. Gospel and prophecy texts use technical terms. Connections can be made between biblical texts, Incarnation and Messiah using theological terms. Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating important dates e.g. Christmas and Easter. Jesus was Jewish. Christians believe that Jesus is God in the flesh.
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B3: Appreciate and appraise varied dimensions of religion or a worldview. C2: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Gospel: good news Bible: the Christian Holy book that has the story and all of God's teachings. Testament: one of the two main parts of the Bible, the Old Testament or the New Testament. Parables: a story that illustrates a moral or principle Christians: A person who has received Christian baptism or is a believer in Christianity. Christianity: The religion based on the teachings of Jesus Christ.	Christians: A person who has received Christian baptism or is a believer in Christianity. Christianity: The religion based on the teachings of Jesus Christ. God - God the Father: God in Heaven who created the Earth and everything in it. Jesus - God the Son: the physical being of Jesus, who was sent to Earth to save us and bring people closer to God. Bible: the Christian Holy book that has the story and all of God's teachings. Testament: one of the two main parts of the Bible, the Old Testament or the New Testament. Parables: a story that illustrates a moral or principle Kingdom of God: living in a way that God would want to make the world better Big Frieze: the Big Story of the Bible told in pictures, with different headings: Creation, Fall of Man, People of God, Incarnation, Gospel, Salvation, Kingdom of God The Lord's Prayer: a special prayer in the Bible that all Christians learn Charity: doing good deeds and giving to others Forgiveness: moving on from wrong done to you by others Gulde: a story or message that helps you with decisions in your life Morals: a message or special meaning in a story that teaches us how to live	Messiah: the promised deliverer Incarnation: a person who embodies in the flesh a deity, spirit, or quality Saviour: a person who saves someone or something Gospel: good news Bible: the Christian Holy book that has the story and all of God's teachings. Biblical: relating to or contained in the Bible Prophecy: a prediction of what will happen in the future Theological: the study of the nature of God and religious beliefs Palm Sunday: the Sunday before Easter, on which Christ's entry into Jerusalem
cross-curricular links	PSHE - moral decisions/modern day world issues/different opinions & diversity History - writing Gospels Maths - Venn diagrams Art - studying religious paintings	Geography - protecting the planet/sustainability
supporting texts		History - timeline: when were Biblical events (in our topic context?) PHSE & History – Rosa Parks Bus boycott Music – the Thokozile Collective
SMSC links		

R.E. - Progression		
Spring 2	Summer 1	Summer 2
Christianity - Salvation	Islam 1	Islam 2
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
1. The timeline of the 'Big Story' (frieze) of the Bible explains how Incarnation and Salvation fit within it. 2. Jesus' death was a sacrifice. 3. Christians remember Jesus' sacrifice through the service of Holy Communion	Muslims practise the religion of Islam. Allah is the Holy Islamic name for the One God. The Five Pillars of Islam are Shahadah, Salat, Zakat, Sawm and Hajj.	There are food laws in Islam where some food is Halal (allowed) and some is Haram (forbidden). Muslims all around the world interpret modest dressing differently and have different cultural expectations. Charitable acts and kindness to others is a fundamental part of Islamic life.
<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
Christians put their beliefs into practice. Everyone makes sacrifices in their own lives today and the impact it has. Jesus' death/resurrection can be interpreted in different ways. Jesus' death can be explained in theological terms.	Islam was founded by Muhammad in the Holy city of Makkah. Islam has important core values. The Qur'an is the Holy Islamic book. The Qur'an is used in worship and treated with great respect. Muslims worship in a Holy building called a Mosque. Muslims have special practices, such as fasting (Sawm) and prayer (Salat).	Muslims dress in a modest way as part of their faith. There are special, traditional clothes that Muslims often wear for worship or religious celebrations. Muslims fast during the month of Ramadan (Sawm) to bring them closer to God. Eid al-Fitr is the Muslim festival that celebrates the end of Ramadan. Muslims give a percentage of their money to charity (Zakat). Muslims take a special pilgrimage to Makkah (Hajj) to visit the Kaaba. There are lots of diverse Muslim communities across the UK.
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Salvation: being a saviour or rescuer of others: 'Jesus, our salvation' Easter: the Holy time when Christians remember Jesus' death and resurrection Holy Week: the last week of Jesus' life where key events happened Palm Sunday: the Sunday before Easter, on which Christ's entry into Jerusalem Maundy Thursday: the fifth day of Holy Week which remembers the Last Supper. Holy Communion: the act of taking bread and wine to remind us of Jesus The Last Supper: the last meal Jesus shared with his disciples Garden of Gethsemane: the garden where Jesus was praying when he was arrested Jerusalem: the Holy City for Christians where Jesus arrived on a donkey Disciples: a follower of Jesus. Betrayal: an act of deliberate disloyalty or breaking someone's trust.	Islam: the religion of Muslim people. Muslim: a believer in or follower of Islam. Arabic: the language that the Qur'an is written in. Muhammad: the Arab prophet who, according to Islam, was the last messenger of Allah (570-632) and the founder of Islam. Prophet: a special person, chosen by God, to deliver His message to the people. Mosque - a Muslim place of worship that usually has a minaret. Qur'an - the sacred writings of Islam revealed by God to the prophet Muhammad during his life at Makkah and Medina. Pilgrimage: a journey to visit a religious site. Makkah - Islam's holiest city: the birthplace of Muhammad and the place that Islam was founded. The Five Pillars of Islam: Shahada: the key belief that "There is no god but God, and Muhammad (PBUH) is the Messenger of God". Salat: Muslim prayer that happens five times day, facing Makkah. Zakat: the Muslim practice of donating a small amount of your wages to charity. Sawm: the act of fasting during the Holy month of Ramadan. Hajj: a pilgrimage to Makkah that is a religious duty for Muslims.	Halal: food that is allowed in Islam Haram: food that is forbidden in Islam Hijab: a fabric head covering worn by some Islamic women Ramadan: the Holy month during which Muslims fast during the day Eid—Eid al-Fitr: a religious holiday that occurs at the end of Ramadan. Pilgrimage: a journey to visit a religious site. Makkah - Islam's holiest city: the birthplace of Muhammad and the place that Islam was founded. Zakat: the Muslim practice of donating a small amount of your wages to charity. Sawm: the act of fasting during the Holy month of Ramadan. Hajj: a pilgrimage to Makkah that is a religious duty for Muslims.
cross-curricular links	History: events from 2000 years ago, when in our topic chronology? & Martin Luther King. PSHE: debate and discussion. Art: creating meaning through pictures and symbols & study of famous painting – The Last Supper	Geography - religions across the world Computing - using QR codes/internet to research information Maths - time (prayer times) PE - examples of Sports people with faith.
		Computing - using QR codes/internet to research information English - presenting factual information like a Non-Chronological Report. PSHE - work of charities around the world.

R.E. - Progression

The aim of our Religious Education curriculum at Baden-Powell is to support each and every child's understanding of their place in the diverse world in which they live, in relation to themselves, others, the World and beyond; to develop the religious literacy of all children; and to enthuse and inspire all children by challenging them both intellectually and spiritually.  
 The children are introduced to world views, religions and faiths in line with BCP's Locally Agreed Syllabus and, our chosen scheme, 'Understanding Christianity', underpins our learning about the Christian faith and what it means to be deeply Christian. Our school values of Respect, Friendship, Compassion, Aspiration and Resilience comprise the golden thread which is woven throughout the R.E. curriculum.  
 To ensure that our cyclical R.E. curriculum is as meaningful as possible, we have selected and sequenced our R.E. units to complement the liturgical calendar and, where relevant, support the overarching topics studied each half term.

	Autumn 1	Autumn 2	Spring 1
	Christianity - People Of God	Judaism	Christianity - God
	<b>Key Knowledge</b>		<b>Key Knowledge</b>
	Christians follow Moses' example today and see him as a role model. The Ten Commandments are key 'rules' of Christianity Christians use the Ten Commandments as a guide in modern life.	Judaism is the stem of Christianity. Judaism is based on the teachings of the Torah Scrolls (which also form the teachings in the Old Testament in the Bible). The Jewish place of worship is a Synagogue and these differ according to denominations.	What Christians believe about God comes from the Bible and the stories in it. Places of worship have many special parts which tell us what God is like. A Christian would use the Bible as guidance for modern day issues.
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	The Bible is a Big Story and where 'People of God' fits in to the timeline. Moses is an important leader in Christianity. Moses' life story is in the Bible. Christians put their beliefs about how to live in to action in different ways, giving examples.	A Synagogue is a place of worship, community and learning and is run by a Rabbi. Jewish people celebrate the festival of Shabbat. There are special traditions and practices that happen during Shabbat. Some Jews follow Kosher food laws that are taken from the Torah Scroll teachings. A Bat/Bar Mitzvah celebration is held to recognise Jewish children becoming adults.	Christians read Biblical texts to learn about life. Christians worship God in churches or cathedrals. Christians believe God is Holy and Loving. Christians follow the Ten Commandments as a guide for treating others.
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	<b>Big Frieze:</b> the Big Story of the Bible told in pictures, with different headings: Creation, Fall of Man, People of God, Incarnation, Gospel, Salvation, Kingdom of God <b>Plague:</b> a disastrous evil or affliction; a disease that affects humans and other mammals. <b>Ten Commandments:</b> ten rules which show Christians and Jews how to follow God's teachings. <b>Mount Sinai:</b> the mountain where the 10 Commandments were transcribed. <b>Charity:</b> doing good deeds and giving to others <b>Christians:</b> A person who has received Christian baptism or is a believer in Christianity. <b>Testament:</b> one of the two main parts of the Bible, the Old Testament or the New Testament.	<b>Judaism / Jews / Jewish:</b> key names/terms for the religion. <b>Testament:</b> one of the two main parts of the Bible, the Old Testament or the New Testament. <b>Torah Scroll:</b> the Jewish text that contains holy teachings. <b>Synagogue:</b> the place of worship for Jewish people. <b>Denominations:</b> different branches / types of Judaism. <b>Rabbi:</b> a Jewish religious leader, similar to a Vicar or Priest. <b>Worship:</b> prayer, communication or giving thanks to God. <b>Traditions:</b> special things that are done as part of the Jewish faith that have been done for thousands of years. <b>Shabbat:</b> the Jewish festival that celebrates the day of rest. <b>Prayers:</b> how Christians speak to God <b>Kosher:</b> allowed <b>Parve:</b> neutral <b>Trayf:</b> forbidden <b>Bat / Bar Mitzvah:</b> a ceremony held by Jewish people to celebrate Jewish children going in to adulthood.	<b>Testament:</b> one of the two main parts of the Bible, the Old Testament or the New Testament. <b>Books:</b> The Bible is made up of 66 books (King James' Bible has 80) <b>Chapter:</b> A division of a book, typically with a number or title. <b>Verse:</b> a part of a chapter which is indicated by a small number <b>Psalms:</b> a sacred song or hymn <b>Prayers:</b> how Christians speak to God <b>Ten Commandments:</b> ten rules which show Christians and Jews how to follow God's teachings. <b>Worship:</b> prayer, communication or giving thanks to God.
Year 3			
cross curricular links			

R.E. - Progression

	Spring 2	Summer 1	Summer 2
	Christianity - Salvation	Humanism	Christianity - Creation
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	Beliefs about life after death make a difference to Christians' lives. Incarnation means God as Jesus in the flesh and that salvation means Jesus dying to save the world. Worship during Holy Week is very important in the Christian calendar and I understand the link it has with the resurrection.	Humanists believe the world is a natural place with no supernatural beings/Gods. Science gives us the best way of answering our questions about the world. Humanists believe this is the one life we have and that we should be free to decide how we live (without harming others). Humanists believe we should use empathy and treat other people kindly and fairly, considering the consequences of actions and the impact on other people and animals.	Christians, Jews and Muslims believe that the world and everything in it was planned and created by God. They believe the world was created in 6 days. There are scientific theories on Creation such as Evolution and The Big Bang Theory There are theories which pair both scientific and religious views
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	The Bible is a big story and Salvation is an aspect of it. Christians believe Jesus was resurrected. Christians believe in the resurrection. believing in the resurrection makes a difference to Christians' lives Christians are inspired by the resurrection.	Humanists believe human beings evolved naturally. We have many abilities and, if we put them to good use, we have the potential to lead good and happy lives. Humanists believe that human beings alone are responsible for making the world a better place. Many Humanists campaign for equality and human rights.	The creation story is in the book of Genesis There are other theories of Creation that differ from religious views. There is a great deal of debate and some controversy around the relationship between the accounts of creation in Genesis and scientific accounts. T The interpretation of Genesis and scientific texts about the Big Bang theory cause a huge deal of debate. Not all Christians interpret Genesis in the same way and some of the scientific texts contradict each other. There are many scientists throughout history and living today that are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. C2: Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	A1: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. A2: Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. Objective B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. B3: Appreciate and appraise varied dimensions of religion or a worldview. C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. C3: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	<b>Salvation:</b> being a saviour or rescuer of others: 'Jesus, our salvation' <b>Symbols:</b> a mark, sign, or word that represents an idea, object or relationship. <b>Resurrection:</b> bringing someone back to life after they have died. <b>Gospel:</b> good news <b>Worship:</b> prayer, communication or giving thanks to God. <b>Connection:</b> to feel or see a link between two or more things. <b>Belief:</b> an acceptance that something exists or is true. <b>Bible:</b> the Christian Holy book that has the story and all of God's teachings. <b>Biblical:</b> relating to or contained in the Bible	<b>Humanists:</b> people who place a greater importance on humans rather than on religion. <b>Humanism:</b> a belief system that focuses on human values, reason, and ethics, without relying on religious beliefs or supernatural explanations. <b>Scientific evidence:</b> proof gathered by scientists using experiments and observations. <b>Morals:</b> rules or beliefs about what is right and wrong. <b>Values:</b> principles or standards of behaviour that are considered important by an individual or group. <b>Belief:</b> an acceptance that something exists or is true. <b>Reason:</b> to make decisions based on evidence, common sense or careful thinking. <b>Secular:</b> beliefs or opinions not linked to religious ideas, faith or practises. <b>Afterlife:</b> the idea that people continue to live on in some way after they die. <b>Responsibility:</b> the duty or obligation to take care of something or someone, or to be accountable for one's actions. <b>Free will:</b> the idea that people have the ability to make their own choices without being controlled or planned by a powerful other being.	<b>Creation:</b> the idea that the world and everything in it has been created by God. <b>Conflicting:</b> when two ideas do not work together <b>Complementary:</b> when two ideas work well together. <b>Cosmology:</b> learning about how the universe was created – most scientists believe this was due to 'The Big Bang.' <b>Evolution:</b> The slow process of animals and plants changing over time <b>Genesis:</b> The first book of the Bible – the beginning of which is about God creating the universe. <b>Psalms:</b> a sacred song or hymn
cross curricular links			