

Ashley Junior School R.E. Curriculum

	Autumn Term	Spring Term	Summer Term
3	<p>Birth and baptism (key concept – initiation) Pupils should be taught:</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> • Understand concept of initiation. Explore own experiences. (Discuss when it is appropriate/not appropriate?) • Understand baptism and symbolism of items involved in baptism. (Christianity) • Discuss how Muslims welcome a baby into their family • Discuss if it is better to be baptised as a baby or adult? • <p>SMSC: explore the different ways communities celebrate important events and understand importance of belonging to a community</p> <p>Light (key concept – the candle as a symbol)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> • Reflect on symbolism of a candle – feelings, hopes etc. • Respond to Holman Hunt’s picture ‘Jesus the light of the world’ 	<p>Jesus’ Life (key concept – faith) Pupils should be taught:</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> • Understand concept of faith • Consider how Jesus’ life and teachings encourage Christians to have faith, believe in him and follow him. • Consider the role of a disciple • Discuss parables connected to the concept of faith – e.g. The Lost Sheep, The Mustard Seed, the Good Samaritan <p>SMSC: consider how sacred texts give guidance to some people and beliefs lead to actions. Explore how people of faith respond to the needs of others.</p> <p>Holy Week (key concept – changing emotions)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> • Understand what an emotion is • Read the Eater story – focussing on • Palm Sunday – how did the crowds feel? • Maundy Thursday – What experiences do they have of betrayal and denial? • Good Friday – Emotions felt by Pilate, 	<p>Places of worship (key concept – sacred) Pupils should be taught:</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> • Understand concept of sacred. • Visit a CE and Baptist Church to find out which features of church are sacred to Christians. • Compare the two churches. • Visit a Mosque – explore and discuss the sacred features. • Ask pupils to consider their own sacred place and discuss <p>SMSC: Opportunity for visit to a church and/or Mosque. Ask questions and explore places of worship.</p>

	<ul style="list-style-type: none"> • Read John's gospel ch 8 v12. How is light an important symbol for Christians? • Discuss Christingle and representations • Explore Eid-al-Fitr (Islamic festival of light) • Look at advent wreath – reflect on meaning of advent <p>SMSC: opportunities to explore symbols and their meaning in religions</p>	<p>soldiers, Jesus</p> <ul style="list-style-type: none"> • Easter Sunday – How did the people feel? How do Christians remember the events of Holy Week? <p>SMSC: Opportunity for visit to a church</p>	
4	<p>Prayer (key concept - rituals) Pupils should be taught:</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> • Understand concept of ritual • Describe what the word ritual means and their own responses to and experiences of rituals • Describe key features of the Lord's prayer and the rituals in which it is used by Christians • Explain the rituals involved in Muslim prayer <p>SMSC: explore concept of right and wrong Angels (key concept – Angels) To achieve this, they will:</p> <ul style="list-style-type: none"> • Describe their own responses to Angels • Describe examples of how their responses to angels can be applied to their and other's lives • Describe the meaning of angels 	<p>The five pillars of Islam (key concept – Islam) Pupils should be taught: To achieve this, they will:</p> <ul style="list-style-type: none"> • Describe what umma means and aspects of Muslim practice and belief which develops a sense of umma. • Identify situations or issues that may arise for a Muslim in relation to umma. <p>SMSC: consider how sacred texts give guidance to some people and beliefs lead to actions.</p> <p>The Last Supper (key concept – symbolism) To achieve this, they will:</p> <ul style="list-style-type: none"> • Describe the meaning of the word symbol • Describe how and why the symbols of bread and wine are used by Christians • Evaluate the importance of the symbols to Christians • Describe their own responses and ideas 	<p>Community (key concept – community) Pupils should be taught: To achieve this, they will:</p> <ul style="list-style-type: none"> • Explain their own understanding of and responses to 'community'. • Explain how their responses and ideas affect the way they behave, in the communities to which they belong. <p>Tree of life (key concept – symbolism) To achieve this, they will:</p> <ul style="list-style-type: none"> • Describe their own responses to trees as symbols • Describe examples of when the tree symbol is used or is useful • Describe what the word symbol means when used in nature • Describe how the symbol of a tree is used in Christianity and other religions • Evaluate the importance of the

	<ul style="list-style-type: none"> Recognise and explain how angels are used in the Christmas story <p>SMSC: explore arts connected to Angels</p>	<p>about symbols</p> <ul style="list-style-type: none"> Describe examples of how feelings and responses to symbols affect theirs and others lives. <p>SMSC: Opportunity for visit to a church</p>	<p>tree symbol to Christians.</p> <p>SMSC: : Develop understanding of symbolism in religion</p>
5	<p>Pupils should be taught:</p> <p>God Talk (key concept – interpretation)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Explain their own interpretations of God Explain how interpretations of God change in different circumstances Explain the meaning of interpretation Explain how Christians and believers of other religions interpret God Evaluate by explaining the value of the interpretations of God to believers. <p>The Magi (key concept – prophecy)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Explain the meaning of the term prophecy Explain how prophecy is significant within the story of the Magi and their gifts. Evaluate the importance of prophecy in the story for Christians Express a personal response to the concept of prophecy Give examples of how prophecy might affect their lives or the lives of others. <p>SMSC: consider how sacred texts give guidance to some people and beliefs lead to</p>	<p>Pupils should be taught:</p> <p>Death ceremonies (key concept – ceremony)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Describe the meaning of the word ceremony Explain how Christians and Jews perform death ceremonies Evaluate the importance of death ceremonies to Christians Give examples of how the idea of death ceremonies affects their lives and the lives of others. <p>The empty cross (key concept - resurrection)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Describe the meaning of resurrection Explain the story that illustrates Jesus' resurrection and how the empty cross is a symbol of the resurrection for Christians Evaluate the significance of resurrection by explaining its importance to Christians Express their own responses to the concept of resurrection Explain how responses to the idea of resurrection affect the way people live. <p>SMSC: Opportunity for visit to a church</p>	<p>Pupils should be taught:</p> <p>The Torah and synagogue (key concept – worship)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Explain the concept of worship Explain how the Torah is used as a tool for worship Describe the key features of a synagogue Evaluate the importance of a synagogue as the Jewish place of worship Give examples of what worship means within their lives and the lives of others. <p>SMSC: Opportunity for visit to a synagogue</p> <p>Consider how sacred texts give guidance to some people and beliefs lead to actions.</p> <p>Shabbat (key concept – identity)</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Explain the meaning of identify Explain key features of Shabbat and Kosher food Evaluate the importance of Shabbat and Kosher food to the identity of a Jew

	actions.		<ul style="list-style-type: none"> Describe how identify is expressed within their family Explain and give examples of how identity is important in their lives and the lives of others.
6	<p>Creation (key concept – stewardship) Pupils should be taught:</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Enquire into the creation and discuss their own and others responses to the natural world Explain the meanings behind some Judeo-Christian creation stories Express an opinion on how they believe the world was created Express their personal responses to creation Give examples of the way in which they believe a creative idea is the most significant. <p>Christmas, two narratives (key concept – interpretation) To achieve this, they will:</p> <ul style="list-style-type: none"> Understand and explain the meaning of the word interpretation Explain why there are two interpretations of the story of the birth of Jesus in the Bible Explain the value of the two interpretations for Christians and describe issues raised Explain how their ideas about 	<p>The Passover (key concept – freedom) Pupils should be taught:</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Express their own responses and feelings to the concept of freedom Describe how their responses to freedom can be affected by different circumstances Describe how freedom is celebrated and expressed in Judaism Explain how Pesach reminds Jews of the Israelites release from slavery Explain their opinions about the significance of the Pesach symbols have for Jews Describe and explain the importance of freedom for Jews. <p>SMSC: consider how sacred texts give guidance to some people and beliefs lead to actions.</p> <p>Easter (key concept – suffering) To achieve this, they will:</p> <ul style="list-style-type: none"> Explain the meaning of suffering Describe the suffering experienced by Jesus in the Eater story Evaluate the importance of the concept 	<p>Journeys (key concept – rites of passage) Pupils should be taught:</p> <p>To achieve this, they will:</p> <ul style="list-style-type: none"> Express a personal response to the concept of rites of passage Explain how the concept of life as a journey marked by rites of passage can be applied in their own and others’ lives. Explain what rites of passage are and how they mark important points along the journey of life. Evaluate, by explaining, the importance and relevance of rites of passage to believers <p>SMSC: : think about how we all have journeys of life and we all walk alongside people who are different from us.</p>

	<p>interpretation many affect their experiences and other's experiences</p> <p>SMSC: : consider how two different communities use their holy writings</p>	<p>of suffering by describing the significance of Jesus' suffering at Easter to Christians</p> <ul style="list-style-type: none"> • Express their own responses to suffering • Give examples of how their response to suffering has applied in their lives and the lives of others. <p>SMSC: Opportunity for visit to a church</p>	
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Key

Blue: topic being studied

Black: national curriculum

Purple: key ideas pupils must know to achieve objectives

Red: SMSC link and opportunities