



Clayton-le-Woods Church of England Primary School

# RE

Long term overview and Statement of Intent



*Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as*



## Clayton-le-Woods CEP Long Term Overview and Statement of Intent - RE

*the unique individuals God created us to be.*



### **Intent of the teaching and learning of Religious Education**

As a Church School, we have a vital role to play in supporting children in exploring the great questions of life and death, meaning and purpose enabling the children of our school to understand how they fit into the Christian community within modern Britain. We intend that our RE curriculum will enable every child to flourish and will help educate for dignity and respect, encouraging all to live well together with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. The high-quality teaching that our school provides enables our children to learn about religious traditions, and to reflect on what the religious ideas and concepts mean to them. Our long term overview outlines the specific substantive knowledge taught in each unit of work from EYFS to Year 6.

### **Implementation of the teaching and learning of Religious Education**

In Voluntary Aided Schools, the management of Religious Education is a distinctive role of the governors and Headteacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school. As a school, the Blackburn Diocesan Board of Education Syllabus for RE (Questful RE) has been adopted which fulfils all legal requirements and the RE statement of Entitlement from the Church of England Education Office 2016. This policy should be read alongside the Collective Worship statement of Intent to identify the full entitlement provided for our children.

Our Church school provides pupils, and their families, a rich and varied religious education curriculum that enables all children to acquire a deep and broad knowledge and understanding of the Christian faith. Clayton-le-Woods CEP provides a wide range of faiths and world views studied. We use an enquiry approach that engages with biblical texts to help our children develop religious and theological literacy. Our Christian values are lived through all areas of school life, including in PSHE, to ensure the spiritual, moral, social and cultural development and our RE curriculum has a significant impact on learners and their wellbeing.

The RE curriculum is carefully planned ensuring progression is made through a well-sequenced programme of study building on earlier learning and developing a depth of understanding. Regular formative assessment informs future planning. Adaptive teaching strategies are used to ensure all learners can access the RE curriculum. This may include chunking learning into smaller steps, pre-teaching vocabulary from the front covers and allowing a range of methods to record learning.

The teaching of Christianity forms the majority of the teaching of RE in our school. In Key Stages 1 and 2, two thirds of the RE curriculum is Christianity based with the remainder looking at other world religions. We aim to dedicate 10% of curriculum time to the delivery of RE. Through our approaches to teaching and learning, there are opportunities to embed further teaching of Religious Education through PSHE, art, drama and music.

### **The aims of Religious Education in Clayton-le-Woods Church of England Primary school are:**

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

RE Statement of Entitlement: The Church of England Education Office 2016



**This can be expressed in more detail and distinctively as:**

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

**Religious Education in our Church school should also help pupils to:**

- learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

**Religious Education in Our Church School should help pupils to:**

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

**Religious Education In Our Church School should enable:**

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;



- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

appropriate progress in their knowledge

At Clayton-le-Woods Church of England Primary School, Religious Education has a significant impact and contribution towards pupils' Spiritual, Moral, Social and Cultural development. The values taught in RE and explored in Collective Worship permeate all aspects of school life through interactions between teaching staff and the children and through all that work in, or are educated in this special building. Our values are explicitly identified as being at the forefront of all that we do and are reinforced through the expectations we have of children's learning, their behaviour and the relationships they build with all members of the school community. The teaching and learning of RE aims to help children to understand the complex and diverse world they live in and how they fit in to it.

#### **SEN Provision**

At Clayton-le-Woods Church of England Primary School we will aim to ensure that the teaching of RE is accessible to all pupils and provide additional support through; Differentiated curriculum

Appropriate resources

Teaching assistant support

Small group support

A range of different learning opportunities – art, drama, music that will enable all children to express themselves regardless of their starting points.

We use adaptive teaching approaches, taking into account recommendations from external agencies, across the curriculum. Approaches such as chunking learning into smaller steps, pre-teaching vocabulary and frequent repetition of learning ensures all pupils, including those with SEND, are able to access the learning and gain granular knowledge within the subject to the same high-standard as their peers, providing a flexible, ambitious and robust curriculum for all.

#### **The contribution of RE to Christian and British values**

As a school, we have created a document, that is available on the school website, that makes clear links between the Christian Values shared in school and the importance of British Values. This document is available under the Vision Statement, values and ethos section of the School Information section of our website.

#### **Resources**

We have a wide range of resources at our disposal including, but not limited to:

Outdoor prayer area

Local Vicar

Imaginor home school values

Chatterbox for EYFS



Understanding Christianity documents –

Questful RE documents – available through Sharepoint

Everything a child should know about God – one in each classroom

The Lion Storyteller Bible – one in each classroom

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available through Sharepoint

Two sets of Bibles – one held in KS1 and one in KS2

Artefacts for Christian and Non-Christian Faiths

Links to the Trussell trust –through Living Waters Church

**Impact of the teaching and learning of Religious Education** Assessment and recording carried out at Clayton-le-Woods Church of England Primary School is in accordance with guidance given in the BDBE RE syllabus. Children are provided with a variety of ways to share their understanding and each class has both individual RE books and RE scrapbooks where children's work can be recorded.

**Assessment and recording will measure how children know more and remember more. The methods we use include:**

Pupil discussion and questioning

Pupil voice where children can talk openly about their learning and the work they have created

Verbal and written feedback about the children's RE work, focusing on the RE objective

Comments by the children and anyone present in the class RE scrapbook

Comments in the class PSHE scrapbook that may be linked to the Social, Moral, Spiritual or Cultural development of the children.

Verbal and written reports to parents

Scrutiny of work by the senior leadership team

Internal or external moderation of work

Assessment of children's achievement using the ladder of expectations

Children's self-assessment using front cover sheets for each unit of work

Class and whole school displays

Lesson observations

Learning walks.

One fundamental element of the assessment of children's outcomes is the next steps. As a school, we believe it is vital that we learn from and listen to the children and future teaching and learning responds to the needs of the children. We are constantly striving to ensure that our children get the very best outcomes.

### **Parental Rights of Withdrawal in a Voluntary Aided School.**

Parents may withdraw their children from Religious Education as they may in any school and this opportunity **must** be described in the policy and school brochure. The Church of England Board of Education and the Methodist Church suggests an appropriate form of words might be:



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The Worship and Religious Education provided by Clayton-le-Woods Church of England Primary School is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

If such a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board **should** make provision unless the circumstances make it unreasonable to do so.

Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

Mrs S Bashora RE Subject Lead/Collective Worship lead and Headteacher  
September 2025



How we live out our British and Christian Values in RE				
Democracy	The Rule of Law and Forgiveness	Individual Liberty and Courage	Mutual Respect, Respect and Friendship	Tolerance of those of different faiths and Beliefs, Thankfulness and Truthfulness
The RE classroom must be a democratic classroom where all pupils have an equal right to be heard and <b>democracy</b> is modelled by the teacher and expected of every pupil.	In RE, pupils examine different codes for living and consider the value of the <b>rule of law</b> where all people are equal before the law. They think of issues regarding <b>Forgiveness</b> and how they can demonstrate this value to others.	Children will learn that Religion is a good case study of the balance between <b>individual liberty</b> and the greater good. They will learn about significant individuals and the <b>courage</b> they demonstrate in difficult situations.	Children learn about the main religions and are taught <b>respect</b> and understanding for the cultures, beliefs, opinions and traditions of others. Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on and an expectation that these must be listened to and that <b>friendship</b> must be demonstrated.	Children consider questions about identity and belonging. Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions of others. Worship also helps to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs and be <b>thankful and truthful</b> in their own beliefs and values.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>God, Creation</p> <p><u>Why do people of faith say thank you to God at Harvest time?</u></p> <p>Investigate/Enquire</p> <p>Clever Cub Gives Thanks to God by Bob Hartman</p> <p>Blackburn Diocese Outcome and Expectations - Christians believe God created the world. Christians believe that we should say thank you to God at Harvest time.</p> <p>Christians celebrate the Harvest Festival with a special service in church.</p> <p>talk about the food they enjoy.</p>	<p>Incarnation</p> <p><u>How do Christians celebrate Jesus' birthday?</u></p> <p>Investigate/Enquire</p> <p>Clever Cub welcomes Baby Jesus' by Bob Hartman,</p> <p>Blackburn Diocese Outcome and Expectations - for Christians Christmas is the celebration of Jesus' birthday.</p> <p>Jesus was a very special baby, the Son of God. the church celebrates Christmas in special ways.</p> <p>Diwali is Hindu festival of light celebrated in the Autumn.</p>	<p>People of God</p> <p><u>What stories did Jesus hear when he was a child?</u></p> <p>Investigate/Enquire</p> <p>Noah, Joseph, Moses, Joshua, Ruth, Jonah, or Daniel</p> <p>Clever Cub learns about love by Bob Hartman</p> <p>Blackburn Diocese Outcome and Expectations - Jesus listened to and learned Old Testament stories.</p> <p>Old Testament stories teach us about God.</p> <p>recall/retell some of the Old Testament stories Jesus heard.</p>	<p>Salvation</p> <p><u>Why do Christians believe Easter is all about love?</u></p> <p>Investigate/Enquire</p> <p>Clever Cub and the Easter Surprise' by Bob Hartman, Lion Storyteller Bible by Bob Hartman</p> <p>Clever Cub and the Easter Surprise' by Bob Hartman, Lion Storyteller Bible by Bob Hartman, Guess How Much I Love you' by Sam McBratney</p> <p>Blackburn Diocese Outcome and Expectations - Jesus rode into Jerusalem on a donkey on Palm Sunday.</p> <p>Jesus died on the cross on Good Friday.</p> <p>Christians believe that Jesus rose on Easter Day and is alive today.</p>	<p>God</p> <p><u>What makes a place holy?</u></p> <p>Investigate/Enquire</p> <p>We're going on a bear hunt' by Michael Rosen, The Lion Storyteller Bible by Bob Hartman</p> <p>Visiting church/Mosque, Hindu temple</p> <p>Blackburn Diocese Outcome and Expectations - Christians worship in a Church</p> <p>Muslims worship in a Mosque</p> <p>Hindus worship in a Temple/Mandir</p> <p>people consider places to be special for different reasons</p> <p>some people of faith take off their shoes before entering a place of worship</p>	<p>God</p> <p><u>How do you celebrate special times?</u></p> <p>Investigate/Enquire</p> <p>The Lion Storyteller Bible by Bob Hartman, Festival of colors by Kabir Sehgal and Surishta Sehgal, The Most Exciting Eid by Zeba Talkhani and Abeeha Tariq, Lailah's Lunchbox by Reem Faruqi, Sammy Spider's First Rosh Hashanah by Sylvia A Rouss</p> <p>Blackburn Diocese Outcome and Expectations - Christians celebrate the arrival of the Holy Spirit at Pentecost.</p>



	<p>talk about harvest around the world. talk about why we celebrate harvest. talk about why it is important to help others, particularly at harvest time.</p> <p>Harvest (4 hours)</p> <p>God, Creation</p> <p><u>Why are we all different and Special?</u></p> <p>Investigate/Enquire</p> <p>Clever Cub Explores God's Creation' by Bob Hartman, When God Made you' by Matthew Paul Turner, Happy in our skin' by Fran Manushkin, My name is not refugee' by Kate Milner, The Name Jar' by Yangsook Choi</p> <p>Blackburn Diocese Outcome and Expectations - Christians believe that they are fearfully and</p>	<p>recall/retell the nativity story. identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about their own experiences of Christmas. talk about feelings related to celebrating Christmas and birthdays. talk about the Hindu Diwali festival celebrations and recall the story of Rama and Sita.</p> <p><u>Why do Hindus light candles at Diwali?</u></p> <p>Hinduism</p> <p>Christmas (6 hours)</p>	<p>talk about their favourite stories. talk about their feelings and experiences.</p> <p>Stories Jesus Heard (4 hours)</p> <p>Gospel</p> <p><u>Why did Jesus tell stories?</u></p> <p>Investigate/Enquire,</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>Jesus told stories and that they are found in the Bible. Jesus told the stories to teach people about God.</p> <p>identify a Bible. recall/retell some of Jesus stories. talk about their own experiences and feelings. ask and respond to questions about their</p>	<p>Easter is the most important time of the year for the Church. tell you that Christians believe Jesus died on the cross because God loves everyone. briefly retell the story of Easter. identify symbols associated with Easter. talk about their own experiences of love and other emotions expressed in the Easter Story. ask questions about the Easter story.</p> <p>Easter (5 hours)</p>	<p>Talk about their special places talk about places of worship as special/holy places talk about taking off your shoes in a special/holy place</p> <p>Special Places (6 hours – 4 + 2)</p> <p>Hindusim, Islam</p>	<p>people of faith have special times of celebration. special times create memories. celebrating special festivals and occasions is important.</p> <p>talk about special times. recall/retell the story of Pentecost. talk about feelings associated with special times, festivals and celebrations. ask questions about special/holy times.</p> <p>Special Times (6 hours – 4 + 2)</p> <p>Hindusim, Islam, Judaism, Sikhism</p>
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	<p>wonderfully made by God. they are unique special and loved. Christians believe that God is their heavenly father. talk about themselves, their likes, dislikes, and what makes them special. talk about feelings they have experienced. Talk about the names people of faith (Christianity and Islam) give to God.  I am Special (5 hours – 4 + 1) <b>Islam</b></p>		<p>experiences and feelings. give a simple explanation of the things we can learn from Jesus' stories.</p> <p>Stories Jesus Told (4 hours)</p>			
Year 1	<p>God, Creation, Gospel <u>How can we help those who do not have a good harvest?</u> <u>How do people of Jewish faith celebrate the harvest?</u></p>	<p>God, Incarnation <u>How is the place where Jesus lived different from how we live now?</u></p>	<p>Incarnation <u>What made Jesus special?</u> Interpret, Reflect, Empathise</p>	<p>Salvation <u>What do you think is the most important part of the Easter story?</u> Investigate, Reflect <b>Mary</b></p>	<p>God, Salvation <u>Why is baptism special?</u> <u>How do people of world faiths welcome new babies?</u> Investigate, Empathise, Apply</p>	<p>God, Creation <u>What are your favourite things that God created?</u> <u>What do people of Muslim and Hindu faith believe about how God made the world?</u></p>



	<p>Investigate, Enquire, Empathise</p> <p><b>Lion Storyteller Bible by Bob Hartman</b></p> <p><b>Build a Jewish Sukkah</b></p> <p>Blackburn Diocese Outcome and Expectations - Christians believe that it is important to say thank you to God for the harvest.</p> <p>Jewish people also celebrate harvest and this is called Sukkot.</p> <p>Christians believe that helping others is part of putting their faith into action.</p> <p>there are Christian charities working worldwide to improve the lives of people living in countries where the harvest has failed.</p> <p>talk, using religious language, about Harvest Festival Celebrations.</p>	<p>Food tasting</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world</p> <p>some of Jesus' life experiences were just like ours. Therefore Christians believe Jesus the Son of God knows exactly what life is like for us.</p> <p>talk confidently about their own life and experiences.</p> <p>talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.</p> <p>My world, Jesus' world (5 hours – 4 + 1)</p> <p><b>Judaism</b></p>	<p>Blackburn Diocese Outcome and Expectations –</p> <p>the stories of Jesus' miracles can be found in the Gospels in the New Testament.</p> <p>Christians believe that the miracles reveal Jesus as the Son of God.</p> <p>talk about their own feelings and experiences.</p> <p>ask and respond sensitively to questions about their own and others' feelings and experiences.</p> <p>retell stories of Jesus covered in this unit.</p> <p>make the connection between the Bible stories and Christian beliefs about Jesus.</p> <p>Jesus (6 hours)</p>	<p>Water bugs and Dragonflies by Doris Stickney,</p> <p><b>Create an Easter garden</b></p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>the events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs.</p> <p>Christians believe that Easter is a new beginning</p> <p>Christians believe that Jesus died and rose back to life again.</p> <p>recall events of the Easter story</p> <p>reflect on the awe and wonder of new life and changes in nature.</p> <p>talk about their own experiences of Easter and springtime.</p> <p>retell the events of the Easter story.</p> <p>Easter (5 hours)</p>	<p><b>Member of clergy, Prophet Mohammed</b></p> <p><b>At Your Baptism</b> by Carrie Steenwyk and John D Witvliet, Today is a baptism day by Anna V Osteno Moore ,Baptised in the water by Glenys Nellist</p> <p><b>Re-enacting a baptism service</b></p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.</p> <p>water is a symbol of baptism.</p> <p>people can be baptised at any age, in the font at church, in a pool, a river or the sea.</p> <p>Jesus was baptised in the river Jordan by John the Baptist.</p> <p>people of world faiths welcome new babies in special ways.</p>	<p>Investigate, Interpret, Reflect</p> <p><b>Lord Vishnu, Lord Shiva, Brahman</b></p> <p><b>Lion Storyteller Bible by Bob Hartman, A Planet Full of Plastic by Neal Layton, Greta and the Giants by Zoë Tucker and Zoe Persico, One Plastic Bag by Isatou Ceesay and the Recycling Women of the Gambia, Wangari Maathai The woman who planted millions of trees by Franck Prévet</b></p> <p>–</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>Christians, Muslims, and Hindus believe that God created the world.</p> <p>the creation stories are at the very beginning of the Bible and be able to recall details briefly.</p> <p>Christians, Muslims, and Hindus believe that</p>
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	<p>express feelings about the issues raised by Christian Aid/Tear Fund materials etc.</p> <p>ask questions about their own and others' experiences.</p> <p>talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.</p> <p>Harvest (5 hours – 3 + 2)</p> <p><b>How do people of Jewish faith celebrate the harvest? Judaism</b></p>	<p><b>Incarnation</b></p> <p><u><a href="#">Why do we give and receive gifts?</a></u></p> <p>Investigate, Reflect, Empathise</p> <p><b>St Nicholas</b></p> <p><a href="#">Polar Express by Chris van Allsburg</a>, <a href="#">The Christmas Promise by Alison Mitchell</a></p> <p>Blackburn Diocese Outcome and Expectations - Christians believe that Jesus is God's gift to the world.</p> <p>the Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas.</p> <p>Christians believe that the gift of Jesus shows God's love and care for the world.</p> <p>Christians believe Jesus is God's son the promised Messiah.</p> <p>talk about the feelings associated with giving and receiving gifts.</p>			<p>the words of the call to prayer are whispered in the ear of new born Muslim babies.</p> <p>giving babies a meaningful name is important to people of faith</p> <p><b>Baptism (7 hours – 4 + 3)</b></p> <p><b>How do people of world faiths welcome new babies?</b></p> <p><b>Hinduism Islam Sikhism</b></p>	<p>people should be taking care of our world. Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.</p> <p>talk about what they find amazing, interesting or puzzling in creation.</p> <p>understand that they are creative beings and enjoy their creative skills.</p> <p><b>Creation (6 hours – 4 + 2)</b></p> <p><b>What do people of Muslim and Hindu faith believe about how God made the world?</b></p> <p><b>Hinduism Islam</b></p>
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		<p>retell the nativity story in two parts, a) the shepherds and b) the wise men.</p> <p>talk about giving gifts that are not objects.</p> <p>Christmas (5 hours – 4 + 1)</p>				
Year 2	<p>God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God</p> <p>There is no specific focus, each of the concepts can be found in the Bible.</p> <p><u><a href="#">Why is it such a special book?</a></u></p> <p><u><a href="#">Do people of all world faiths have holy books?</a></u></p> <p>Investigate, Enquire, Analyse, Evaluate</p> <p>Muhammed edh-Dhib, Xinnian, Member of Clergy, Mary Jones</p>	<p>Incarnation</p> <p><u><a href="#">Why was the birth of Jesus such good news?</a></u></p> <p>Interpret, Empathise, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph</p> <p>The Link it up Bible by Bob Hartman, The Lion Story Teller Family Bible by Bob Hartman</p> <p>Blackburn Diocese Outcome and Expectations - Christmas is a celebration of the good news. angels are the good news bringers.</p>	<p>Gospel</p> <p><u><a href="#">Why did Jesus welcome everyone?</a></u></p> <p>Interpret, Reflect, Empathise</p> <p>Salvation Army, Barnado's</p> <p>The Lion Storyteller Bible by Bob Hartman, Blackburn Diocese Outcome and Expectations - the stories covered in this unit can be found in the gospels in the New Testament. Christians believe that Jesus' miracles reveal him to be the Son of God.</p>	<p>Salvation</p> <p><u><a href="#">How do Symbols help us understand the Easter story?</a></u></p> <p>Investigate, Interpret, Reflect</p> <p>The Link it up Bible by Bob Hartman, The Jesus Storybook Bible by Sally Lloyd-Jones, The Biggest Story by Kevin de Young, The Garden, the curtain and the cross by Carl Laferton</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>there are different objects and symbols used to help explain</p>	<p>People of God, Gospel, Kingdom of God</p> <p><u><a href="#">Why is the church a special place for Christians?</a></u></p> <p><u><a href="#">Why are holy buildings important to people of faith?</a></u></p> <p>Investigate, Reflect, Apply</p> <p>Visit to Church/Mosque/Temple/Synagogue</p> <p>Blackburn Diocese Outcome and Expectations –</p> <p>the church is a special place where Christians meet to worship and pray. It is also the body of people not just the building.</p> <p>for Christians, the church is a holy blessed space.</p>	<p>Gospel, Salvation, Kingdom of God</p> <p><u><a href="#">What happened at the Ascension and Pentecost?</a></u></p> <p>Reflect, Apply, Synthesise</p> <p>Link it Up Bible, Rhyming Bible by Bob Hartman</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>Christians believe that 40 days after the resurrection, Jesus ascended into heaven.</p> <p>Christians believe that God is three in one – Father, Son and Holy Spirit.</p>



## Clayton-le-Woods CEP Long Term Overview and Statement of Intent - RE

	<p>The Garden, the Curtain and the Cross by Carl Laferton, The Biggest Story by Kevin DeYoung</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>the Bible is the Christian holy book.</p> <p>the Bible is made up of a library of books.</p> <p>the Bible is in two sections the Old Testament and the New Testament.</p> <p>owning a Bible is very important to Christians.</p> <p>the Bible contains God's big story from the beginning through to the kingdom of God.</p> <p>people of world faiths have different holy books and there are some similarities and differences between these books and the Bible.</p> <p>talk about the Bible and why it is Holy.</p>	<p>Christians believe that the good news is that Jesus is the saviour of the world.</p> <p>Christians believe that the content of the Christmas story is good news.</p> <p>the good news impacts on the world then and now</p> <p>retell the Christmas story, including the story of Zechariah.</p> <p>talk about their own feelings and experiences of good news.</p> <p>ask and respond sensitively to questions about the experiences of Mary and the shepherds.</p> <p>Christmas (5 hours)</p>	<p>Christians believe that we should welcome everyone and try to be a friend of all as Jesus was.</p> <p>talk about their own feelings and experiences.</p> <p>retell the stories covered in this unit.</p> <p>make the connection between the Bible stories and Christian belief.</p> <p>talk about the work of Christian charities and make the connection to Jesus teaching and actions.</p> <p>Jesus (6 hours)</p>	<p>and understand the meaning of Easter.</p> <p>the Easter story is central to Christian belief.</p> <p>the death and resurrection of Jesus is part of God's salvation plan.</p> <p>identify and name some of the symbols of Easter.</p> <p>retell the Easter story.</p> <p>talk about their own experiences of Easter celebrations.</p> <p>use religious vocabulary to simply describe what the symbols of Easter mean.</p> <p>describe briefly why Christian people celebrate Easter.</p> <p>explain what they think to be the most important thing about Easter</p> <p>Easter (5 hours)</p>	<p>Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant.</p> <p>people of Muslim faith meet to pray in a mosque.</p> <p>people of Jewish faith meet together for worship in a synagogue.</p> <p>people of Hindu faith meet to worship in a mandir/temple.</p> <p>there are two main branches of Judaism – orthodox and progressive</p> <p>ask good questions that reveal understanding about the places of worship studied and what happens there.</p> <p>connect the features of the church to Bible Stories and Christian belief</p> <p>use religious vocabulary to name and describe the features of a church building.</p> <p>use religious vocabulary to name and describe the features of a mosque</p> <p>use religious vocabulary to name and describe the features of a synagogue</p>	<p>Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.</p> <p>the events of Pentecost still impact on the church today</p> <p>retell the stories of Jesus' ascension and the events of Pentecost.</p> <p>talk about their ideas of heaven.</p> <p>connect the gifts of the spirit with the school's Christian values.</p> <p>describe the symbols of the Holy Spirit.</p> <p>Ascension and Pentecost (4 hours)</p>
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	<p>talk about why the clergy think the Bible is Holy.</p> <p>talk about why owning a Bible is very important to Christians worldwide.</p> <p>make links between the books of the Bible and God's big story.</p> <p>reflect on the story of Mary Jones and consider ways in which they can make a difference.</p> <p>name and talk about the holy books from world faiths they have investigated</p> <p><b>The Bible (10 hours – 6 + 4)</b></p> <p><b>Do people of all world faiths have holy books?</b></p> <p><b>Islam Judaism Sikhism</b></p>			<p>use religious vocabulary to name and describe the features of a mandir/temple</p> <p>use religious vocabulary to describe a few similarities and differences between places of worship.</p> <p>use religious vocabulary to describe what happens in a synagogue</p> <p>use religious vocabulary to describe what happens in a mosque</p> <p>use religious vocabulary to describe what happens in a mandir/temple</p> <p><b>The Church (10 hours – 6 + 4)</b></p> <p><b>Why are holy buildings important to people of faith?</b></p> <p><b>Hinduism Islam Judaism</b></p>		
Year 3	<p>God, Creation</p> <p><u>How do people of faith say thank you to God for the harvest?</u></p> <p>Investigate/Enquire, Analyse</p>	<p>Incarnation</p> <p><u>How does the presence of Jesus impact on peoples lives?</u></p> <p>Enquire, Reflect, Evaluate</p>	<p>Gospel, Kingdom of God</p> <p><u>How did/does Jesus change lives?</u></p> <p>Investigate, Empathise, Analyse</p>	<p>Salvation</p> <p><u>Is the cross a symbol of sadness or Joy?</u></p> <p>Investigate, Interpret, Reflect, Empathise,</p>	<p>Fall, People of God, Gospel</p> <p><u>Which rules should we follow?</u></p> <p><u>Does everybody follow the same rules? Why? Why not?</u></p>	<p>God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God</p>



	<p>Blackburn Diocese Outcome and Expectations - harvest is celebrated by people of all faiths and none.  harvest is mentioned throughout the Old Testament.  there is a connection between Christian belief and behaviour in relation to celebrating the harvest.  describe the ways in which Christian harvest festival celebrations show Christian values in action.  describe and recognise similarities between different religious harvest festivals  express their own opinion as to why communities celebrate Harvest.</p>	<p><b>Salvation Army</b>  <b>A guided mediation to the hills of Bethlehem</b>  <b>Local faith leaders:</b> <b>Who are they and what do they do?</b> <b>Hinduism</b> <b>Islam</b> <b>Judaism</b> <b>Sikhism</b>  Blackburn Diocese Outcome and Expectations - Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us.  Christians believe God is with them through his Son, Jesus, and the Holy Spirit.  Christians believe that the presence of God changes their lives make links between their own experiences and the experiences of others.</p>	<p><b>Mother Teresa,</b> <b>Zacchaeus,</b>  Blackburn Diocese Outcome and Expectations -  Christians believe that Jesus has/had the power to change people's lives.  choosing to follow Jesus is not an easy option.  lives of people today are transformed by Jesus and they choose to change.  talk about their experiences of change.  retell the Bible stories you have explored.  talk about the ways in which Jesus changed people's lives and the impact that had on them.  Jesus (6 hours)</p>	<p><b>The Link it up Bible by</b> <b>Bob Hartman, A-cross</b> <b>the World by Betty</b> <b>Pedley and Martyn</b> <b>Payne</b>  —  Blackburn Diocese Outcome and Expectations -  the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.  the church remembers and marks the events of Holy Week in a variety of ways.  the events of Holy Week reveal what Jesus came to earth to do – God's salvation plan.  use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.</p>	<p><b>Enquire, Reflect, Apply,</b> <b>Analyse</b>  <b>Moses, Allah, Oscar</b> <b>Romero, John Wesley,</b> <b>Mother Teresa, Eric Liddell,</b> <b>C.S. Lewis, Corrie Ten</b> <b>Boom, Elizabeth Fry, Dr</b> <b>Barnardo and John Knox</b> <b>delete those that don't</b> <b>apply</b>  <b>The Biggest Story by Kevin</b> <b>De Young,</b> <b>The Lion Storyteller Bible by</b> <b>Bob Hartman</b>  Blackburn Diocese Outcome and Expectations -  all world faiths have rules to follow that have been established a long time ago.  Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.  the 5 pillars set the Muslim rules for living.</p>	<p><u>Is the book of Proverbs still relevant today?</u>  Investigate/Enquire, Express, Interpret, Reflect, Empathise, Apply, Analyse, Synthesise, Evaluate  Blackburn Diocese Outcome and Expectations -  Proverbs (4 hours)</p>
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	<p>Harvest: (5 hours – 3 + 2)</p> <p><b>How do people of faith say thank you to God at the harvest? Judaism, Sikhism</b></p> <p>God, People of God, <u>What does it mean to be called by God?</u></p> <p>Interpret, Reflect</p> <p>Moses, Abraham, Jonah, Mary Seacole,</p> <p>The Lion Story Teller Bible by Bob Hartman</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>the Old Testament Prophets were called by God to give his message to the people.</p> <p>the Prophets were telling the people to turn back to God and mend their relationship with him. This is the</p>	<p>retell stories about the presence of Jesus changing people's lives. describe the ways in which the actions of Christians show Jesus' presence in the world.</p> <p>ask good questions about religious beliefs.</p> <p>Christmas (5 hours)</p>	<p>make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.</p> <p>ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.</p> <p>use religious vocabulary to make links between people's values and behaviour.</p> <p>ask important questions about beliefs and values.</p> <p>use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.</p> <p>describe the impact of the events of Palm Sunday, Holy Week and</p>	<p>Muslims follow rules set out in the Qur'an.</p> <p>Muslims have 99 names for God that show his characteristics.</p> <p>Buddhists try to follow the teachings of the Buddha.</p> <p>the ten commandments are the foundation of Christian and Jewish societies.</p> <p>Christians try to live out the commandments given by God and Jesus.</p> <p>Sikhs wear the 5 Ks as a sign of their commitment to God.</p> <p>some people choose not to follow any specific set of religious rules.</p> <p>talk about the story of Moses and the impact of the ten commandments.</p> <p>identify the Sikh 5 Ks.</p> <p>talk about the rules and laws that they try to follow in their own lives.</p>	
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	<p>beginning of God's salvation plan.</p> <p>people are called by God today, and their lives are changed as they respond in a variety of ways e.g. ordination, ministry in the local church or missionary work abroad etc.</p> <p>talk about in detail the Bible stories you have discussed.</p> <p>ask important questions about religion and beliefs.</p> <p>interpret the stories and identify Christian beliefs.</p> <p>use developing religious vocabulary to show that they understand the Christian beliefs.</p> <p>describe the impact of responding to God's call on a person's life.</p> <p>tell you what they think God would be asking</p>		<p>Easter on the lives of people today.</p> <p>Easter (5 hours)</p>	<p>identify and talk about religious and non-religious rules that affect their lives.</p> <p>describe ways in which Christians live out Jesus' command to love one another.</p> <p>make links between beliefs and behaviour.</p> <p>identify the impact that the 5 pillars of Islam have on a Muslim way of life.</p> <p>identify symbols and objects in their lives that reflect their commitments.</p> <p>make the link between religious texts and rules for living.</p> <p>identify and talk about the ways in which religious rules affect the lives of believers.</p> <p>understand the effects of rules and ask good questions about religious rules.</p>	
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	<p>prophets to speak out against today.</p> <p>Called by God (8 hours – 6 + 2)</p> <p><b>Local Faith leaders:</b> Who are they and what do they do?</p> <p>Judaism – The Rabbi, Islam – The Imam</p>			<p>describe the impact that following religious rules has on believers' lives.</p> <p>recognise similarities and differences within and between religions.</p> <p>identify something that is common in all religious rules (e.g. charitable giving).</p> <p>make the connection between the Christian concept of the Fall and as a consequence the need for rules.</p> <p>express their own ideas about rules.</p> <p>Rules for Living: (12 hours – 6 + 6)</p> <p>Does Everybody follow the same rules? Why/Why not?</p> <p>Buddhism Islam Sikhism, Humanism</p>		
Year 4	<p>God, People of God</p> <p><u>What values do you consider to be important?</u></p>	<p>Incarnation, Salvation</p> <p><u>Why is Jesus described as the light of the world?</u></p>	<p>Incarnation, Gospel, Salvation</p>	<p>Salvation</p> <p><u>A story of betrayal or trust?</u></p>	<p>Gospel, Kingdom of God</p> <p><u>Are all churches the same?</u></p>	<p>God</p> <p><u>What is prayer?</u></p> <p><u>How do people of World Faiths Pray?</u></p>



	<p>Investigate, Express, Interpret, Synthesise</p> <p><b>Samuel, David, Jonathan, Saul, Goliath</b></p> <p>David and the Psalms (6 hours)</p> <p>Blackburn Diocese Outcome and Expectations - David is a key figure in God's plan for his people.</p> <p>some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way.</p> <p>retell stories about David.</p> <p>recognise their own values and the values of others.</p> <p>connect Christian values and beliefs to events and teaching in the Bible.</p>	<p><u>Why is light an important symbol in World Faiths?</u></p> <p><u>Why is Hanukkah an important Jewish festival?</u></p> <p>Investigate, Interpret, Reflect, Empathise, Apply</p> <p><b>Terry Waite</b></p> <p>Christmas (6 hours – 4 + 2)</p> <p>Blackburn Diocese Outcome and Expectations - Hanukkah is an important Jewish festival of light.</p> <p>light is used as a metaphor to describe Jesus and his impact on the world.</p> <p>the light of Jesus brings hope in dark places.</p> <p>talk with understanding about the ways in which Jesus' followers</p>	<p><u>Why do Christians believe Jesus is the Son of God?</u></p> <p><u>Why do Jewish people believe that the Sabbath/Shabbat is so important?</u></p> <p>Interpret, Reflect, Apply, Analyse, Evaluate</p> <p><b>Rosa Parks, William Wilberforce, John Newton, Olaudah Equinano and Elizabeth Heyrick, Dietrich Bonhoeffer, Oscar Romero (delete as appropriate)</b></p> <p><b>Exploring the Jewish celebrations of the Sabbath</b></p> <p>British Values and Christian Values –The Rule of Law, Mutual Respect, Respect,</p> <p><b>Jesus (9 hours – 7 + 2)</b></p> <p>Blackburn Diocese Outcome and</p>	<p><u>Why should we forgive one another?</u></p> <p><u>What do World Faiths say about forgiveness?</u></p> <p>Investigate, Empathise, Analyse,</p> <p><b>Oscar Romero, Corrie Ten Boom, Eric Lomax</b></p> <p>Easter (6 hours – 5 + 1)</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>trust and forgiveness are key Christian values.</p> <p>the incidents of betrayal and trust in the Easter story are significant to the outcome.</p> <p>the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God's salvation plan.</p> <p>Christians believe that they can trust Jesus.</p>	<p><u>Are all places of worship the same? Do people worship God in the same way?</u></p> <p>Investigate/Enquire, Reflect, Apply</p> <p><b>Visting Church, a Mosque, Synagogue, Temple, Gurdwara</b></p> <p>The Church (12 hours - 6 + 6)</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>not all church buildings are the same but have similar features according to denomination.</p> <p>Peter and the disciples 'built' the church after the events of Pentecost.</p> <p>Christianity is a world-wide multi-cultural faith.</p> <p>the Bible gives guidance to the church about behaviour and attitudes.</p> <p>World faiths have different places of worship and the names of those buildings,</p>	<p>Interpret, Reflect</p> <p>Prayer (6 hours - 4 + 2)</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>prayer is the way in which believers communicate with God.</p> <p>prayer is connected to faith.</p> <p>Christian beliefs are revealed in the content of prayers.</p> <p>some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day.</p> <p>prayer can be very informal and private</p> <p>believers gather together to pray as a community of faith</p> <p>for some people of faith the direction in</p>
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	<p>ask important and relevant questions. show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.</p>	<p>bring his light into the world. create light metaphors for Jesus that show understanding of Jesus actions and divinity. ask important and relevant questions about religious experiences and beliefs. talk with understanding about the symbolism of Jesus as light.</p> <p><b>Why is light an important symbol in World Faiths? Why is Hanukkah an important Jewish festival?</b></p> <p><b>Judaism</b></p>	<p>Expectations - Christians believe Jesus is the Son of God he was both God and man. Christians believe Jesus has power and authority from God over every aspect of creation, life and death. there are people who have stood up and spoken out against authorities in situations of injustice. the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.</p> <p>retell the Bible stories covered in this unit. make links between the Bible texts and Christian beliefs and values. talk about people who have inspired them and why.</p> <p><b>Why do Jewish people believe that the</b></p>	<p>identify and explain the significance of the incidents of betrayal and trust in the Easter story. ask good questions about people's values and commitments. use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter. use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.</p> <p><b>What do World Faiths say about forgiveness?</b></p> <p><b>Hinduism Islam Judaism Sikhism</b></p>	<p>key features and the worship that takes place there</p> <p>use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.</p> <p>identify similarities and differences between churches and denominations worldwide.</p> <p>ask good questions about the similarities and differences between different denominational practices.</p> <p>make links between values and beliefs and behaviour.</p> <p>talk knowledgeably about places of worship, the features of the building and the worship that takes place there.</p> <p><b>Are all places of worship the same? Do people worship God in the same way?</b></p> <p><b>Hinduism Islam Judaism Sikhism</b></p>	<p>which they pray is important.</p> <p>identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin, a Muslim prayer mat, candles and holding crosses.</p> <p>talk about the similarities and differences in the ways people of faith pray.</p> <p>talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.</p> <p>identify similarities and differences between the way believers pray across world faiths.</p> <p><b>How do people of World Faiths Pray?</b></p> <p><b>Hinduism Islam Judaism Buddhism</b></p>
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			Sabbath/Shabbat is so important?  Judaism			
Year 5	God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God  This unit doesn't particularly emphasise any of the concepts in great depth as it explores the Bible as a whole book and as the source of Christian belief and teaching.  <u>How and why do Christians read the Bible?</u>  <u>Why are sacred texts so important to people?</u>  Investigate, Interpret, Analyse, Evaluate  William Tyndale, Robert Morrison,	Incarnation, Salvation  <u>How do our celebrations reflect the true meaning of Christmas?</u>  Interpret, Reflect, Analyse, Synthesise, Evaluate  Jesus was refugee by Andrew McDonough  Christmas (5 hours)  Blackburn Diocese Outcome and Expectations -  the nativity story is recorded in Gospels of Matthew and Luke. the true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ.	Gospel, Kingdom of God  <u>Why do Christians believe Jesus was a great teacher?</u>  Reflect, Apply, Analyse, Synthesise  Jesus (6 hours)  Blackburn Diocese Outcome and Expectations -  these parables about Jesus' teaching explain Christian beliefs and actions.  there are links between Jesus' teaching and the school's Christian values and British values  Jesus' teaching makes an impact in people's lives, their values, choices and behaviour.	Salvation  <u>Why do Christians believe that Easter is a celebration of victory?</u>  Interpret, Reflect, Analyse,  William Wilberforce, Nelson Mandela, Doreen Lawrence, C.S. Lewis, Kamala Harris, Pele  Easter Angels – Bob Hartman  Easter (5 hours)  Blackburn Diocese Outcome and Expectations -  Christians believe that Christ's resurrection is a victory over death and talk about it with understanding.  Christians believe that the death and resurrection of Jesus	Kingdom of God  <u>How did the news of Jesus resurrection spread around the world?</u>  Investigate, Express, Empathise  St. Cuthbert, St. Aidan, St Paul (6 hours)  Blackburn Diocese Outcome and Expectations -  the Book of Acts records the actions of what happened after Pentecost.  the early Christians were persecuted for over 300 years and had to show great courage and perseverance. St Paul is a significant person in the history of Christianity and why  retell the story of the conversion of St Paul.	People of God,  <u>Did she make the right choice?</u>  Investigate, Reflect, Empathise  Jochebed, Deborah, Abigail, Rahab, Hannah, Ruth, Esther  Whistlestop Tales by Krish and Miriam Kandiah  Eating food from the Purim festival  Old Testament women (7 hours – 5 + 2)  Blackburn Diocese Outcome and Expectations -  there are significant women in the Bible who made incredible choices that have an



	<p>Range of different versions of the Bible</p> <p>Seeing and handling a range of Bibles including a school Bible from the 1800s</p> <p>The Bible (12 hours – 6 + 6)</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>there are several different genres of writing in the Bible.</p> <p>there are many translations of the Bible in English and other languages.</p> <p>the Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues.</p> <p>each world faith has a holy book that teaches, guides and impacts on the daily life of believers.</p>	<p>identify which parts of the story are found in each gospel and the purpose of each writer.</p> <p>identify the influence the two stories have on our Christmas celebrations.</p> <p>describe using religious vocabulary the Christian beliefs revealed in the nativity story.</p> <p>Use religious vocabulary to show they understand where the nativity fits into God's Big Story.</p> <p>Understand the significance of the flight to Egypt</p>	<p>retell in detail some of the Bible stories covered in this unit.</p> <p>ask important and relevant questions about Jesus' teaching.</p> <p>describe and show understanding of the Christian beliefs revealed through these parables.</p> <p>explain how the parables in this unit answer questions about values and commitments.</p> <p>identify and explain why they think one of Jesus' parables has a particularly strong message for the world today.</p>	<p>restored the relationship between God and people.</p> <p>the Easter story is at the very heart of Christian belief.</p> <p>retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.</p> <p>talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.</p> <p>ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions.</p>	<p>explain the impact of the conversion of St Paul then and now.</p> <p>talk about the content and impact of the teaching of St Paul.</p> <p>talk about what they have learnt and in what ways they have been inspired by their learning.</p> <p>interpret Paul's teaching in 1 Corinthians 13 for people in today's society</p>	<p>impact on God's big story.</p> <p>Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation. sometimes people of faith face great challenges and remain true to their faith.</p> <p>make links between their own values and the values of others (i.e., the women in the Bible).</p> <p>ask important and relevant questions about the lives of the women in the Bible.</p> <p>use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible.</p> <p>ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments.</p>
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	<p>Christians believe that the Bible is the inspired word of God. the Bible gives guidance for Christian living and this impacts on believers lives and communities.</p> <p>make links between Bible passages and Christian values, attitudes, and beliefs. use religious language to ask relevant questions.</p> <p>talk about the work and perseverance of Bible translators.</p> <p>describe what inspires and influences them.</p> <p>describe the impact of the content of the Bible on believers' lives.</p> <p>use religious vocabulary to show understanding of religious texts.</p> <p>make comparisons between the holy books of at least three world faiths including the Bible.</p>		<p>describe the impact of belief in the Easter story on a person's life.</p>		<p>reflect on the lives of the women in the Bible and describe the features that inspire them.</p> <p>Did she make the right choice? Judaism</p>
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	Why are sacred texts so important to people of faith? Hinduism Islam Judaism Sikhism					
Year 6	Gospel, Salvation, Kingdom of God  <u>Life as a journey: is every persons journey the same?</u>  <u>Why do people of faith make pilgrimage?</u>  Investigate, Interpret, Reflect, Apply, Analyse  <b>Bishop Philip</b>  Life as a journey (4 hours)  <u>Why do people of faith make pilgrimages? (2 hours)</u> Hinduism, Islam, Judaism, Sikhism  Blackburn Diocese Outcome and Expectations: Some people undertake a pilgrimage as part of living out their faith. The life journey of people in the Bible	People of God, Gospel, Kingdom of God  <u>Advent: How do Christians prepare for Christmas?</u>  Enquire, Reflect, Apply, Analyse, Synthesise, Evaluate  <b>John the Baptist, Mary,</b>  Advent (5 hours)  Blackburn Diocese Outcome and Expectations -  Advent is a time when the church focusses prayer on the second coming of Christ.  Different denominations within Christianity hold differing beliefs about the importance and status of Mary.	People of God  <u>The Exodus: Why is the Exodus such a significant event in Jewish and Christian history?</u>  Investigate/Enquire, Express, Apply  <b>Moses</b>  <u>Re-enacting a Passover meal</u>  The Exodus (6 hours – 4 + 2)  Blackburn Diocese Outcome and Expectations -  The Exodus is a significant event in Jewish and Christian history  The Seder is the special meal celebrated by	Incarnation, Salvation  <u>Why do Christians celebrate the Eucharist?</u>  Investigate/Enquire, Apply, Analyse, Synthesise  Incarnation, Salvation  <u>Who was Jesus? Who is Jesus?</u>  Investigate, Interpret, Analyse  The Eucharist (3 hours)  Jesus (5 hours – 3 + 2)  Blackburn Diocese Outcome and Expectations - (Eucharist)  Links can be made between Christian	God  <u>What is the nature and character of God?</u>  Investigate, Reflect, Apply, Analyse  God's Names by Sally Michael, In God's Name by Sandy Eisenberg Sasso  God (8 hours – 5 + 3)  Blackburn Diocese Outcome and Expectations -  Bible stories help to deepen our knowledge and understanding of God.  Christians believe God is three in one, the Trinity. God is given many names by Christians and members of all world faiths. These names describe His nature and characteristics, There are similarities and differences across World	Kingdom of God  <u>How does having faith affect people's lives?</u>  Enquire, Interpret, Apply, Evaluate  <u>Significant people studied –</u>  St. Paul, Terry Waite, Bear Grylls Vincent de Paul Ignatius Loyola Maximilian Kolbe Desmond Tutu Sister Frances Dominica Martin Luther King Barack Obama Bono Joni Eareckson Tada Nick Vujicic Jesse Owens John Nicholson – Founder of The Gideons Chad Vara – Founder of the Samaritans



	<p>effects the behaviour, beliefs and life choices of Christians today. Being a Christian and following Jesus' teaching has an impact on a person's life. Christians in many countries across the world are persecuted because of their faith.</p>	<p>The themes of Advent tell the 'big story' of God's salvation plan. Christians believe that Jesus is the promised Messiah, but Jewish people do not describe the symbolism, practices, beliefs and themes of the season of Advent.</p> <p>Explain the ways in which Jesus fulfilled the Old Testament Prophecies.</p> <p>Express and explain their hopes and dreams for the future.</p> <p>Use religious vocabulary to show they understand the themes of Advent.</p> <p>Express their opinion about what they think the message of John the Baptist would be today. Reflect and decide what they have learnt from this unit</p>	<p>Jews on the first evening of the festival of Passover.</p> <p>Christianity is rooted in Judaism and Jesus celebrated the Passover.</p> <p>For Jews, the event of the Exodus and Passover are at the very heart of their beliefs.</p> <p>The Exodus: Why is the Exodus such a significant event in Jewish and Christian history?</p> <p>Retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal.</p> <p>Make links between the Passover, Last Supper and the Eucharist.</p> <p>Use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom.</p>	<p>beliefs, the Eucharist, the Last Supper and the Passover.</p> <p>There is important symbolism associated with the Eucharist that explains Christian belief.</p> <p>Christians celebrate the Eucharist and why it is important.</p> <p>Use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.</p> <p>Identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist.</p> <p>Ask thoughtful questions about the words and actions of the Eucharist service.</p> <p>Talk about the way in which the Eucharist service answers questions about Christian beliefs.</p> <p>Explain what the words remembrance, holy,</p>	<p>faiths about what people believe about God. Bible texts are used to answer questions about the characteristics and nature of God.</p> <p>Use religious language to show they are developing an understanding of the Trinity.</p> <p>Identify the elements in Christian worship that express Christian beliefs about God.</p> <p>Ask big questions and express their own views.</p> <p><b>Have you discovered any beliefs about God in common across different faiths? Hinduism Islam</b></p>	<p><b>(Delete those that don't apply)</b></p> <p><a href="#">Amazing Muslims who changed the world by Burhana Islam</a></p> <p>People of faith (7 hours – 4 + 3)</p> <p>Blackburn Diocese Outcome and Expectations -</p> <p>There are people who live and have lived extraordinary lives of faith and we can be inspired by them.</p> <p>There are similarities and differences between the behaviour and values of all people of faith.</p> <p>Christian people are called to live out the teaching in the Bible and build God's kingdom through righteous living.</p> <p>How does having faith affect people's lives?</p> <p><b>Buddhism Hinduism Islam</b></p>
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		<p>about Christianity and themselves</p> <p>Express their opinion about what freedom is and what it is not.</p> <p>Identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians.</p> <p>Explain, using appropriate religious language, the significance of the Passover and why it is not forgotten.</p> <p><b>Judaism</b></p>	<p>sacrifice, mercy, salvation and faith mean in Christianity and in their own lives.</p> <p>Suggest reasons for the similarities and differences between denominations.</p> <p>(Jesus)</p> <p>Jesus is given a variety of names to describe his character and purpose.</p> <p>There is a strong connection between Christmas and Easter and the concepts of incarnation and salvation.</p> <p>Christians believe Jesus was/is the Messiah and what that means.</p> <p>Express their own and the opinion of others in response to the question 'Who was Jesus?'</p> <p>Use appropriate religious vocabulary to show they understand Christian beliefs about Jesus.</p>		
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				Ask relevant questions in order to discover the answer to the question 'Who was Jesus?' Use the Bible as a source to discover the answer to the question 'Who was Jesus?'  <b>Who was Jesus?</b> <b>Buddhism Hinduism</b> <b>Islam Judaism Sikhism</b>		
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80% of our curriculum focuses on Christianity and 20% on the teaching of other faiths. The mustard type is the World Faith question. The red highlight indicates which world faiths could be studied

Substantive concept

Disciplinary concept

Significant people

Books/poems

Wow moments -trips/visits/visitors

National Curriculum/Development Matters objectives