

Billingham CE Primary School

RE Curriculum Plan Knowledge Overview

Golden Threads

Christianity

One **God** who is a **Trinity**

God **created** the world and wants relationship with humans, but humans have damaged it (the **Fall**)

Jesus heals the damaged relationship between God and humans through his death, **crucifixion** and **resurrection**

The **Bible** is a key source of authority

Christians live out their beliefs in different ways.

Islam

One **God**

God creates everything in **harmony**

God wants humans to keep things in harmony and gives them a **straight path (shariah)** to follow

There is **guidance** to help humans follow the straight path, including the **Prophets**

The **Qur'an** is a key source of authority for Muslims

Muslims live out their beliefs in different ways.

Hinduism (KS2 ONLY)

Brahman, the Ultimate Reality/Life Force

Atman (soul) – the bit of **Brahman** in every living thing

Samsara, the cycle of birth, life, death and rebirth that every **atman** is on

Moksha (liberation from **samsara**), the ultimate goal of every **atman**

The way to achieve **moksha** is for the **atman** to fulfil its **dharma** in every cycle of life

Hindus live out their beliefs in different ways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 22-23	LAS Unit Myself Know that belonging to a religious worldview is very important to some people and that some people believe in God Know some key words used to describe people who are religious: Christian, Muslim, Hindu, Jewish, Sikh, Buddhist	LAS Unit Special people to me Know that some people are special to us because they help us and teach us how to live good lives Know that Jesus is a special person to Christians and that Bible is a special book for Christians Know that the Prophet Muhammad is a special person to Muslims and the Qur'an is a special book for Muslims Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Know that: Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.	LAS Unit Our special books Know at least one special story for Christians and Muslims (e.g. the story of creation, the Lost Sheep [<i>Christianity</i>], the Prophet and the spider [<i>Islam</i>]) Bible Qur'an Torah	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Know that: Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. Christian Jesus God Easter Cross	Creation UC F1 (core) Why is the word 'God' so important to Christians? Know that: The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. Christian God Creation Care Responsibility	LAS Unit Our beautiful world Know that we can use all our sense to find out more about the natural world Know that Christians and Muslims believe the natural world is special because God created it Muslim Jew God Hindu God Creation Care Responsibility Beautiful

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		Vicar Iman Rabbi Jew Hindu Jesus Muhammed God				
Why this? Why now?	At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.	At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.	Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.	This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.	Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non religious people understand and engage with the natural world.
Year 1	God UC 1.1 (core) What do Christians believe God is like? Know: Christians believe in God , and that they find out about God in the Bible . Christians believe God is loving, kind, fair and also Lord and King, and there are some stories that show this.	Creation UC 1.2 (core) Who do Christians believe made the world? Know that Christians believe: God created the universe. The Earth and everything in it are important to God . God has a unique relationship with human beings as their Creator and Sustainer.	LAS Compulsory God – Islam Know that Muslims believe in One God (Allah) who created the universe in harmony That humans were created to keep the universe in harmony That Allah provided the straight path	LAS Compulsory Community – Islam Know that Muslims celebrate a number of key festivals: Eid ul-Fitr and Eid ul-Adha Know some different examples of how Muslims celebrate these festivals	LAS Additional Places of worship (including Christianity) Know that a place of worship for Christians is a church Know that a place of worship for Muslims is a mosque Know that Christians and Muslims believe they can worship God in any place and at any time Know and be able to explain the significance of some key features of a	

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		Humans should care for the world because it belongs to God.	(shariah) to keep the universe in harmony That there is guidance to help Muslims follow the straight path (Qur'an, prophets, natural world) That there are 99 names of Allah that help them understand what Allah is like That Prophet Muhammad is the final prophet and helps Muslims follow the straight path That the Qur'an is the holy book of Islam and helps Muslims follow the straight path	Know that worship (ibadah) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an in the madrassah) Know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing belonging in Christian and Muslim communities	Christian church: altar, cross/crucifix, font, candle Know and be able to explain the significance of some key features of a Muslim mosque: prayer mat, qibla, minaret Know that different churches and mosques look very different from each other (e.g. Methodist chapel and Catholic church)	
Why this? Why now?	Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.	Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.	Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their	Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).	Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in the Early Years.	

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			beliefs about Allah (God).			
Year 2/3	LAS Compulsory Being Human – Islam Know that Muslims believe that God created everything in harmony and that it is the responsibility of humans to try to make sure everything is harmonious; know that one way of doing this is to follow the straight path (shariah) Know some stories and examples shared by the Prophets that help Muslims know how to do this (e.g. the Prophet and the Camel) Know some examples of how Muslims try to promote harmony and show good character (akhlaq), e.g. giving zakat	LAS Compulsory Life Journey – Islam Know that humans have lots of different ways of celebrating the arrival of a new baby Know that Christians and Muslims have special ways of celebrating the arrival of a new baby Know that it is important for Christians and Muslims to say thank you to God for the arrival of a new baby Know that Christians have special ways of celebrating and saying thank you to God for the arrival of a new baby, including baptism/christening and services of thanksgiving Know some of the Christian rituals and practices associated with welcoming a new baby (anointing with oil, sprinkling with blessed water, candle)	LAS KS1 Additional Thankfulness Know that saying thank you is an important thing and know some examples of when and how we say thank you Know that religious people think it is important to say thank you to God (e.g. Harvest) Know that Christians and Muslims think it is important to thank God Know that Christians and Muslims thank God by praying Know that Christians thank God for the good things in the natural world during Harvest Festival Know different ways in which different Christians thank God during Harvest Festival Know about the Jewish festival of Sukkot and the ways in which this connects to the idea of saying thank you to God		Salvation UC 1.5 (core) Why does Easter matter to Christians? Know that: Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead giving people hope of a new life.	Incarnation UC 1.3 (core) Why does Christmas matter to Christians? Know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (eg to the poor, in Luke). Christians celebrate Jesus’ birth. Advent for Christians is a time for getting ready for Jesus’ coming.

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		Know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby Know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony)				
Why this? Why now?	Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).	Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.	Building on the learning in the autumn term, pupils broaden their understanding of different ways in which religious and non religious people show gratitude.	In this term, pupils have the opportunity to explore in depth the story of Jesus’ crucifixion and resurrection as something for which Christians express gratitude.	Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus’ early years and his adult life (explored in the previous term).	
Year 3/4 and Year 5	LAS KS2 Compulsory Being Human – Hinduism Know that Hindus believe that the atman (soul) travels through samsara (the cycle of birth, life, death and rebirth) and that its ultimate goal is to	LAS Compulsory Being Human – Islam Know that Muslims believe that Allah (God) wants humans to promote harmony and that they can do this by following the straight path (shariah) that he has set out for them	Year 3 God/Incarnation UC 2a.3 (core) What is the Trinity? Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.	LAS Additional Any other unit designed by the school: Sacred spaces Knowledge Different places that are special to us – what makes them so special? Association with particular people, communities, events, etc. Using our senses to think about how a place can be special – sound, smell,		

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	achieve moksha (liberation) Know that Hindus believe that the way to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life Know that there are different ways in which Hindus seek to fulfil their dharma, which include carrying out duties relating to age (ashrama) and social group (varna) Know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi, vegetarianism)	Know some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammad) and be able to explain how the Hadith help Muslims follow the straight path (shariah) Know some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands UK	Christians believe the Father creates: he sends the Son who saves his people, the Son sends the Holy Spirit to his followers. Year 4 and Year 5 God/Incarnation UC 2a.3 (digging deeper) What is the Trinity? Know: Christians worship God as the Trinity. It is a huge idea to grasp. Christians believe that the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	touch, sight; why is it important that a special space engages all our senses? The word sacred and what it means Places of worship as sacred places. Ways in which places of worship express key beliefs from those Opportunity to create own sacred place, explaining reasons why it is special, including reference to the ways in which it engages the senses This is an opportunity to visit a number of places of worship to think about what makes them special to the community that use them		
Why this? Why now?	This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human	This unit builds on learning about Christian and Muslim beliefs about being human from KS1 and Hindu beliefs about being human from the previous term. It focuses on the	In this unit pupils build on their learning about Christian beliefs about God and the Trinity from Year 3.	This unit builds on previous learning of places of worship in KS1.		

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	beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	ways in which religious beliefs impact on individuals' decisions and actions.				
Year B 2023-24	LAS KS2 Additional Big Questions <i>(including Christianity): Why do we celebrate?</i> Know that celebration can be about remembering both happy things and sad things Know that religious people celebrate key moments in different ways Know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community Know the practices associated with Christian confirmation	LAS Compulsory Community – Hinduism Know what dharma is and why it is important to Hindus Know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis Know that performing bhakti (worship/devotion) is one way of fulfilling dharma Know about the key practices associated with the festivals of Diwali and Raksha Bandhan Know about the ways in which the stories and practices associated with Diwali and Raksha	LAS Compulsory Community –Islam Know that Muslims believe Allah (God) created the world muslim (harmonious) and wants humans to keep it that way Know the Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of harmony	Creation UC 2a.1 (core) What do Christians learn from the creation story? Know that Christians believe: God the creator cares for the creation including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called the Fall) This means that humans cannot get close to God without God's help.	LAS Additional Pilgrimage <i>(including Christianity)</i> Know that a pilgrimage is a journey carried out for a special reason Know that some people think the most important part of a pilgrimage is the destination, and others think it is the journey to get there Know about two Christian pilgrimages, e.g. pilgrimage to Lourdes, Lindisfarne, Jerusalem or Walsingham; know about the key stories and practices associated with this pilgrimage Know that Jerusalem is a place of pilgrimage for Christians, Jews and Muslims Know about a Hindu pilgrimage, e.g. the Kumbh Mela; know about key stories and practices associated with this pilgrimage	

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	Know that Jewish wedding ceremony celebrates the commitment of two people to each other Know the practices associated with the Jewish wedding ceremony (including signing the ketubah and drinking from the Kiddush cup)	Bandhan connected with idea of fulfilling dharma		The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on the good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship which inc saying sorry for falling short.	Know that going on pilgrimage is one way of expressing belonging to a community of faith	
Why this? Why now?	This unit asks pupils to think of different reasons why humans celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage.	This unit explores specific celebrations related to Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a	This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces	This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It	This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh	

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		golden thread throughout this year.	questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	considers the impact of human action on the natural world, building on the work carried out in the previous two terms.	Mela pilgrimage festival on the River Ganges).	
Year 6 2022-23	Salvation UC 2b.1 (core) What does it mean if God is loving and holy? B1,B2a,B2b L1, L2,L3, L4a, L4b T1, T2, T3 Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace	LAS Additional Unit Designed by the School (<i>including Christianity</i>): Do you have to believe in God to be good? Know that the word 'good' can mean different things Know that not everyone believes in the concept of God Know that Buddhists follow the teaching of Siddhartha Gautama (the Buddha) and that they do not have a concept of God Know about the Four Noble Truths in a Buddhist worldview and the ways in which the Eightfold Path and the Five Precepts help Buddhists to live a good life	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? Know that: Christians read the 'big story' of the Bible as pointing out the need for God to save people. The salvation incs the ongoing restoration of humans' relationship with God. The gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death	Incarnation UC 2b.4 (core) Was Jesus the Messiah? Know that: Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life and death and resurrection were a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'annointed one' – a messiah. Christians believe that Jesus fulfilled these expectations	LAS Compulsory Life Journey – Hinduism/Islam Know that Hindus believe it is important to fulfil your dharma (duty) Know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma Know that there are samskaras associated with birth, initiation, marriage and death Know some of the key practices associated with these samskaras Know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony Know that part of belonging to this ummah is to take part in certain rites of passage	

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	Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information	Know that Humanism is a non-religious worldview that does not have a concept of God Know the key principles of Humanism, including trusting the scientific method, rejecting the idea of the supernatural, and making ethical decisions using reason, empathy and a concern for humans and animals Know some examples that show how Humanists put these principles into action	was somehow 'for us'. Christians interpret this in a variety of ways such as: a sacrifice for sin, as a victory over sin. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Eucharist or Lord's Supper). Belief in resurrection confirms that Jesus is the incarnate Son of God. This belief gives Christians hope for life with God starting now and continuing in a new life (heaven)	and that he is the Messiah (Jewish people do not think he is the Messiah). Christians see Jesus as their Saviour.	Know that there are rites of passage associated with birth, initiation, marriage and death Know some of the key practices associated with these rites of passage	
Why this? Why now?	This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about	This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non	This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a	This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This	This unit looks back at the previous units which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage,	

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	God as Trinity and Jesus as God incarnate (God 'in the flesh').	religious worldviews articulate what it means to be 'good'.	Christian's decisions and actions.	builds on learning about the significance of Jesus to Christians	asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.	

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum.

The purple codes refer to suggested end-of-phase expectations: B = Believing L = Living T = Thinking