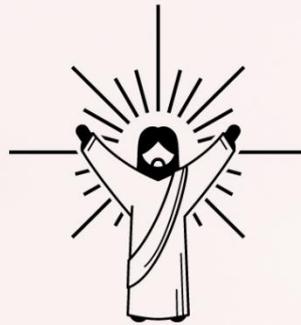
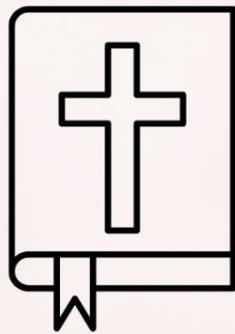




# **Religious Education**



# **Curriculum Booklet**

## School Vision Statement

**‘With God all things are possible’ Matthew 19:26**

*It is this belief in us from God that will enable us to dream, believe and achieve*

### Aims

- At Bredbury St Mark’s we align our school vision with that of the Chester Diocese Academy Trust with the promise that we want every child to experience ‘life in all its fullness.’ (John 10:10)
- Our vision is supported through our school motto DREAM BIG. We believe in the capabilities of all and that dreams can be turned into reality.
- We endeavour to inspire and motivate everyone to be the best that they can be, growing and learning in a community inspired by Christian values.

*Our chosen key Christian values contribute towards achieving our vision.  
Hope, Perseverance, Courage, Love, Friendship and Forgiveness*

- We aspire to equip everyone with the skills needed to believe they can achieve and to reach their goals. Our school is a safe, happy and welcoming place where every child’s uniqueness is valued and supported.
- Working together with our community, we will develop happy children who can succeed in the modern world with their enquiring minds, spirit of curiosity, respect for themselves, others and the environment and having the skills, resilience and adaptability to thrive.

### Why is RE important at Bredbury St Mark’s?

- *As a Church of England School, we believe that RE is an important core curriculum subject and is embed in our school beliefs and values through our Christian Ethos.*
- Our school motto – “Dream Big” to reflect our vision that is ‘With God all things are possible’ Matthew 19:26. Our Christian Ethos is at the centre of everything we do and we help the children to grow and develop through our 6 Main Values: Love, Hope, Forgiveness, Friendship, Perseverance and Courage.
- It is important for all Children to know they are cared for and loved, and can achieve anything they want to in life with the belief and support of God and the staff at Bredbury St Mark’s.
- Through RE, our children are able to deepen their understanding about religion and theological understanding, using the knowledge they have learnt to improve and enrich their own lives through the choices they make.

## Knowledge / Concept skills:

### Key knowledge/concepts throughout the RE curriculum:

At Bredbury St Mark's we use the Chester Diocesan Scheme of work and supplement and enhance it through the use of the Understanding Christianity resource.

Each unit has a core questions for each year group linked to the theme/concept taught that half term.

Christianity Concepts taught at Bredbury St Mark's:

- Good News
- Incarnation
- Kingdom of God
- Salvation
- Holy Spirit
- Discipleship
- Creation

World Religions Studied (including Christianity):

- Judaism
- Islam
- Hinduism

## How is RE taught at Bredbury St Mark's?

At Bredbury St Mark's RE is taught each week on the same afternoon (Monday). Every year group has a timetabled 1-hour slot, however we believe in being flexible with how this hour is used. One-week children may take part in a longer RE session due to the knowledge and activities delivered. The week after they may only have a shorter session.

We also supplement our RE teaching with themed weeks and day throughout the year. For Example- Easter Week, Christmas week, World Religion Day, All Saint's Day etc.

We use five of the key Christian theological concepts to cover over the year. Each concept is built on progressively from Reception to Year 6. We also cover a world religion topic each Year.

The Chester Diocesan Syllabus '*...advocates and provides a balance between three strands of study: theology (believing), philosophy (thinking) and human/social sciences (living).*'

## Progression

The same main concept is taught from EYFS to Year 6 and each year the knowledge and understanding is built upon. During EYFS the children are exposed to stories of from the Bible and through hearing it, retelling it and learning around the story are able to retell these to other. Through this they are able to give examples of the main concept being taught. E.g. During Good News children are asked to explain what Good News is and have learnt about the idea of Good News through the story of the Good Samaritan and examples in their own lives.

Throughout their time at Bredbury St Mark's they are exposed to other Bible stories and unpick these, through looking at extracts. Starting first to think why these messages and teaching are important to Christian and then starting to understand how the teaching could be used in lives of Christians today. Once the children are in UKS2 they are asked to compare the learning from one Bible story to that of others they have learnt and have a better understanding about why things are important to for Christians today.

See Below for an example of progress within 1 unit- Good News Autumn 1.

Good News						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can say what good news is and give 2 examples.	I can describe details from a story Jesus told.	I can describe a story in detail about Jesus.	I can suggest how the parables of Jesus can help Christians to live as good news today.	I can explain that the story of the Centurion's Servant' encourages Christians to have faith in God even when they can't see what may happen.	I can explain from Jesus' teachings in the Beatitudes from the 'Sermon on the Mount' & The story of the 'Healing of the Paralysed man' how Jesus brought good news.	I can explain Jesus 'Light of the World' is an important idea for Christians and can explain why.
I can retell the 'Parable of the Good Samaritan	I can talk about what is important to me and relate it to a parable Jesus told.  I can identify good news in a parable and say why it is important to Christians.	I can talk about what is important to me and relate it to the healing stories of Jesus.  I can suggest how the healing stories might be important to Christians.	I can explain that the story of the Pharisee and the Tax Collector' helps Christians to understand the attitude of humility is better than arrogance in prayer.	I can explain that in the 'Feeding of the 5,000': Jesus encourages Christians to offer all their resources to God to show his love to the	I can explain how the Beatitudes favour the weak and the vulnerable and encourage Christians to see how Jesus	I can talk about the other 'I am sayings' in John's gospel that describe Jesus and can explain how these signs are good news for Christians today and help them bring good news.

			I can explain that the story of the 'Calming of the Storm' shows Christians Jesus can 'quieten' people and can transform lives today.	world personally and wider afield.	might transform lives today.  I can explain how Jesus in the story of the paralysed man offers a way to heal damage done by human sin.  I can compare good news in the stories and text studied with other Bible stories or teachings.	
--	--	--	---	------------------------------------	--	--

### Assessment

During RE both formative and summative assessments are used. Teachers monitor the children's understanding through questions and discussions during class and assess them each lesson against the learning objective taught. At the end of the unit the teacher will then ask the children to complete a task to assess their understanding of the topic as a whole. These can be a written piece, a visual picture with annotated, discussion and thought questioning depending on the age of the children and topic that has been covered. The teacher will then use this piece of work to assess against the outcomes of the topic. See below for example.

### Example of the assessment tracker for Year 1

Year 1								
Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Good News		Incarnation		Kingdom of God	Salvation		Holy Spirit	Judaism-World Religion
I can describe details from a story Jesus told.	I can talk about what is important to me and relate it to a parable Jesus told.	I can identify good news in a parable and say why it is important to Christians.	I can retell almost all the parts of the Christmas story studied.	I can describe several things that can be learnt about Jesus making reference to the parts of the story studied.	I can talk about the Kingdom of God by referring to the 'Parable of the Mustard Seed'.	I can suggest what Jesus may have been trying to teach about the Kingdom of God in the parable.	I know Christians remember Jesus' last week at Easter.	I know Jesus' name means 'He saves'.
							I know Christians believe Jesus came to show God's love.	
							I know Christians try to show love to others.	
							I can talk about the Holy Spirit and say what happened to the disciples in the Pentecost story.	
							I can recount the main details of the Joseph story and explain what it teaches about people who follow G-d.	

## Long Term Plan

Due to Bredbury St Mark's being a Church of England school and a member of CDAT we follow the Chester Diocesan syllabus. This syllabus has a big focus on Christianity, as well as balancing the learning of the main world religions to allow our children to have an understand of other faiths, which will aid them in living in a multi-faith world, as they can show understanding to those who do not share the same faith as themselves.

As mentioned above each Year group covers 1 other world religions along their studies of Christianity.

EYFS- explore a broad overview of the main religions during world religion day and other event through the year. Learning may focus around knowing and understanding that other religions have different Holy Books, Places to worships and ways to pray.

KS1- learn about Judaism.

Year 3 and 5- Study Islam

Year 4 and 6- Study Hinduism.

*Due to the nature of the mixed year group the year 3/4 class this year have followed the year 3 long term plan as the syllabus for newly introduced for 2021-22.*

*2022-2023- The Year 4/5 Class will continue with their progression and cover the Year 4 planning.*

**Bredbury St Mark's**  
**RE Long-Term Plan 2022-2023**

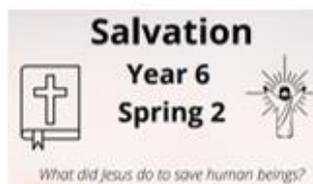


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Good News</b> <i>What is good news? What good news stories do we find in the Bible?</i></p> <p>Chester Diocese Topic EYFS</p>	<p><b>Incarnation</b> <i>Why do Christians perform nativity plays at Christmas?</i></p> <p>Chester Diocese Topic - Additional resources UC- F2 if needed.</p>	<p><b>Kingdom of God</b> <i>What kind of king might Jesus have been?</i></p> <p>Chester Diocese Topic EYFS</p>	<p><b>Salvation</b> <i>Why do Christians put three crosses in an Easter garden?</i></p> <p>Chester Diocese Topic EYFS</p>	<p><b>Chester Diocese Topics</b> <u>Holy Spirit</u> <i>What do Christians say the Holy Spirit is like?</i> <u>Discipleship</u> <i>Why did the first disciples change their lives when they met Jesus?</i> <u>Creation</u> <i>What does the creation story teach Christians about God?</i></p>	
Year 1	<p><b>Good News</b> <i>What good news stories did Jesus tell?</i></p> <p>Chester Diocese Topic - Y1</p>	<p><b>Incarnation</b> <i>What can be learnt about Jesus from the nativity story?</i></p> <p>Chester Diocese Topic- Y1 - Additional resources UC- 1.3 if needed.</p>	<p><b>Kingdom of God</b> <i>What did Jesus say about the Kingdom of God?</i></p> <p>Chester Diocese Topic - Y1</p>	<p><b>Salvation</b> <i>Why do Christians put a cross in an Easter garden?</i></p> <p>Understanding Christianity - F3</p>	<p><b>Holy Spirit</b> <i>How did the Holy Spirit change the disciples after the Day of Pentecost?</i></p> <p>Chester Diocese Topic- Y1</p>	<p><b>Judaism</b> <i>Why is Joseph important to Jewish people?</i></p> <p>Chester Diocese World religions Topic -Y1</p>
Year 2	<p><b>Good News</b> <i>How does the Bible show Jesus living his life as good news? How do you know when you feel better inside or outside?</i></p> <p>Chester Diocese Topic - Y2 - Additional resources UC.4 if needed.</p>	<p><b>Incarnation</b> <i>What does the visit of the magi tell Christians about Jesus?</i></p> <p>Chester Diocese Topic- Y2 - Additional resources UC- 1.3 if needed.</p>	<p><b>Kingdom of God</b> <i>Why did Jesus teach his disciples to pray the Lord's Prayer; 'Your Kingdom come?'</i></p> <p>Chester Diocese Topic- Y2</p>	<p><b>Salvation</b> <i>Why does Easter matter to Christians?</i></p> <p>Understanding Christianity- 1.5</p>	<p><b>Holy Spirit</b> <i>What do Christian symbols teach about the Holy Spirit?</i></p> <p>Chester Diocese Topic- Y2</p>	<p><b>Judaism</b> <i>How do Jews show their love for God in their daily life? Why is the escape from Egypt important to Jewish people?</i></p> <p>Chester Diocese World religions Topic - Y2</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Good News</b> <i>How do stories of Jesus encourage his disciples to live as good news?</i></p> <p>Chester Diocese Topic Y3 - Additional resources UC- 1.4/2a.4 if needed.</p>	<p><b>Incarnation</b> <i>Why do you think there are different stories about Jesus' birth? Why is Advent important to Christians?</i></p> <p>Chester Diocese Topic- Y3 - Additional resources UC- 2a.3 if needed.</p>	<p><b>Kingdom of God</b> <i>What do Jesus' parables tell Christians the Kingdom of God is like?</i></p> <p>Chester Diocese Topic- Y3</p> <p><b>Islam (3 Lessons)</b> <i>What do Muslims say God is like?</i> Chester Diocese World religions Topic- Y3 spring</p>	<p><b>Salvation</b> <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>Understanding Christianity- 2a.5</p>	<p><b>Holy Spirit</b> <i>What does Christian art teach people about the Trinity?</i></p> <p>Chester Diocese Topic Y3</p>	<p><b>Islam</b> <i>Why is Muhammad important to Muslims?</i></p> <p>Chester Diocese World religions Topic</p>
Year 4/5 <small>(Year 4 topics due to a rolling out programme of new planning)</small>	<p><b>Good News</b> <i>How do the gospels encourage Christians to live as good news in the world today?</i></p> <p>Chester Diocese Topic Y4 - Additional resources UC- 2a.4 if needed</p>	<p><b>Incarnation</b> <i>What is good news for Christians in the Christmas story?</i></p> <p>Chester Diocese Topic- Y4 - Additional resources UC- 2a.3 if needed.</p>	<p><b>Kingdom of God</b> <i>What could Jesus have meant when he taught about the Kingdom of God?</i></p> <p>Chester Diocese Topic- Y4</p> <p><b>Hinduism (3 Lessons)</b> <i>How do Hindus describe God?</i></p> <p>Chester Diocese World religions Topic- Y4</p>	<p><b>Salvation</b> <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>Understanding Christianity- 2a.5 <b>Digging Deeper Sections.</b> Might need recap of other section</p>	<p><b>Holy Spirit</b> <i>What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community?</i></p> <p><i>Why do Christians say: 'Father, Son &amp; Holy Spirit?'</i></p> <p>Chester Diocese Topic Y4</p>	<p><b>Hinduism</b> <i>How important is God in Hindu family life?</i></p> <p>Chester Diocese World religions Topic- Y4</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><b>Good News</b> <i>Why is Jesus, 'Light of the World', good news for Christians? How do the signs in John's gospel help to explain Jesus as good news?</i></p> <p>Chester Diocese Topic Y6 - Additional resources UC- 2.5 if needed.</p>	<p><b>Incarnation</b> <i>Was Jesus the Messiah?</i></p> <p>UC 2B:4- Core learning</p>	<p><b>Kingdom of God</b> <i>How does a belief in the Kingdom of God inspire and influence Christians across the world?</i></p> <p>Chester Diocese Topic- Y6</p> <p><b>Hinduism (3 Lessons)</b> <i>How does the Hindu celebration of Diwali show their understanding of God?</i></p> <p>Chester Diocese World religions Topic- Y6 spring</p>	<p><b>Salvation</b> <i>What did Jesus do to save Human beings?</i></p> <p>Understanding Christianity- 2b.6</p>	<p><b>Holy Spirit</b> <i>How do Christians believe the Holy Spirit is at work in their lives today?</i></p> <p>Chester Diocese Topic- Y6</p>	<p><b>Hinduism</b> <i>How does a belief in reincarnation affect a Hindu's life?</i></p> <p>Chester Diocese World religions Topic- Y6</p>

## Knowledge organisers

To aid with the planning of our topics and give the children a chance to over learn and retain key learning, knowledge organiser and created at the start of each unit of work. These are shared with the children. *These knowledge organisers may also be supplement with a Sticky knowledge quiz to again allow for over learning and a chance to retain and remember the key information taught through exposure to it each week. These quizzes are also used in other subject in our curriculum.*

The knowledge organiser contains the key learning objective and knowledge that will be covered throughout the topic, the key words and definitions they meet and a visual to show them which part for God's Big Story they concept the are learning about is and how it fits into timeline.



- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Key Vocabulary	
Judas	One a Jesus disciples who betrayed him.
betrayed	To not be loyal or faithful to someone. Often going against them which leads to them being hurt.
Sanhedrin	The Sanhedrin was a group of judges who led the Jewish people of every city in the Land of Israel.
Pilate	He was the governor of the Roman province of Judaea from AD 26 until 36. In modern times, he is best known as the man who presided over the Trial of Jesus and ordered his crucifixion.
Disciples	Someone who follows a leader or teacher.
Sacrifice	The act of giving up something of great value to show loyalty or deep affection.
Holy Communion	Communion is a way for Christians to say 'thank you' to God for Jesus' life and death.
resurrection	Resurrection means bringing someone back to life after they have died.
symbolism	Symbolism is when an idea, feeling, emotion, or other concept is used to represent something else. Eg. bread and wine.

### Bible Timeline

