

King's Court First School – RE – KS1 and KS2									
KS1 RE	Term 1- All About Us / Our Community				Term 2 – Culture			Term 3 – The Arts	
	1A- Christianity		1B- Christianity		2A- Christianity & Judaism	2B- Christianity		3A- Christianity & Judaism	3B- Judaism
Year 1	Belonging	<b>Big Question: Is everybody special?(Yr1)</b> (Q1) How do some religions demonstrate that everybody is special? (Q3) Does everyone believe the same things about God? Outcomes: A&B		Celebration (Harvest & Christmas) <b>Big Question: Should we celebrate Harvest or Christmas?(Yr1)</b> Q2) Why are religious celebrations important to some people but not to others? (Q3) Does everyone believe the same things about God? (Q4) Why do symbols and stories play important roles in religions? Outcomes: B&C	Creation <b>Big Question: Does creation help people understand God?(Yr1)</b> (Q3) Does everyone believe the same things about God? (Q6) How do some people's religious beliefs encourage them to care for the world? Outcomes: B&D	Leaders <b>Big Question: Should everyone follow Jesus? (Yr1)</b> (Q4) Why do symbols and stories play important roles in religions? (Q5) Why do some people follow religious leaders and teachings? Outcomes: B&D	Old Testament Stories / Moral Stories <b>Big Question: Are some stories more important than others?(Yr1)</b> (Q4) Why do symbols and stories play important roles in religions? (Q5) Why do some people follow religious leaders and teachings? Outcomes: B&D	Place of Worship <b>Big Question: Do we need shared special places? (Yr1)</b> (Q2) Why are religious celebrations important to some people but not to others? (Q3) Does everyone believe the same things about God? Outcomes: A&C	
		Term 1- All About Us / Our Community							Term 2 – Culture
Year 2	Moses & the Old Testament	<b>Big Question: Who should you follow?(Yr2)</b> (Q1) How do some religions demonstrate that everybody is special? (Q5) Why do some people follow religious leaders and teachings? Outcomes: D&A		Symbols & Christmas <b>Big Question: Do religious symbols mean the same to everyone?(Yr2)</b> (Q3) Does everyone believe the same things about God? (Q4) Why do symbols and stories play important roles in religions? Outcomes: A&C	New Year & Rosh Hashanah <b>Big Question: Is it important to celebrate the New Year? (Yr2)</b> Q2) Why are religious celebrations important to some people but not to others? (Q3) Does everyone believe the same things about God? Outcomes: C&A	Easter & Holy Week <b>Big Question: How should the church celebrate Easter?(Yr2)</b> (Q2) Why are religious celebrations important to some people but not to others? (Q4) Why do symbols and stories play important roles in religions? (Q5) Why do some people follow religious leaders and teachings? Outcomes: A,C&D	Old Testament Stories <b>Big Question: Can stories change people? (Yr2)</b> (Q1) How do some religions demonstrate that everybody is special? (Q4) Why do symbols and stories play important roles in religions? Outcomes: B,D&A	Shabbat <b>Big Question: How should you spend the weekend?(Yr2)</b> (Q2) Why are religious celebrations important to some people but not to others? (Q3) Does everyone believe the same things about God? Outcomes: A&B	
		1A- Christianity & Judaism							1B- Christianity & Judaism
Continuous Provision	Coverage in school and class assemblies of different religious festivals throughout the calendar year. Open the Book Assemblies – key teachings using Bible stories. Local parish vicar and congregation members to visit throughout year to support classroom learning and lead assemblies. Celebration of different beliefs and cultures within our classroom.					<b>Key Stage 1 Expected outcomes – Enquiry and</b>	<b>Exp.A</b> Recognise and give simple accounts of the core beliefs. <b>Exp.B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices. <b>Exp.C</b> Describe some festivals, celebrations and practices and say how they reflect the core beliefs. <b>Exp.D</b> Recognise the roles of religious leaders and sacred texts.		
Deliberate Choices	<b>Belonging / Moses &amp; the Old Testament</b> – at start of school year, belonging to King's Court, we are all special. Linking to Community curriculum driver. <b>Christmas / Celebrations</b> – to tie in with Harvest and Christmas during this term <b>Creation / New Year &amp; Rosh Hashanah</b> – link to New Year and new beginnings. <b>Leaders / Easter &amp; Holy Week</b> – ties in with Easter period, and Culture curriculum driver <b>OT/Moral Stories and Old Testament Stories &amp; Places of Worship</b> – link to Arts curriculum driver								
KS2 RE	Term 1- All About Us / Our Community				Term 2 – Culture			Term 3 – The Arts	
	1A- Christianity		1B- Christianity		2A- Hindu Dharma	2B- Christianity / Judaism		3A- Christianity	3B- Christianity
Year 3	Commitment	<b>Big Question: Does taking bread and wine show that someone is a Christian?(Yr3)</b> (Q1) To what extent does participating in worship and/or prayer generate a sense of belonging? (Q2) Do rites of passage always help a believer to feel connected to God and/or community? (Q8) How might beliefs and community shape a person's identity? Outcomes: B&D		Light <b>Big Question: Is light a good symbol for celebration?(Yr3)</b> (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q3) How can music and the arts help express and communicate religious beliefs? (Q8) How might beliefs and community shape a person's identity? Outcomes: B&D	Commandments <b>Big Question: Is a Hindu child free to choose how to live?(Yr3)</b> (Q8) How might beliefs and community shape a person's identity? (Q4) To what extent do religious beliefs influence and encourage 'good' behaviour? (Q2) Do rites of passage always help a believer to feel connected to God and/or community? Outcomes: B,C&D	Passover and the Last Supper <b>Big Question: Does Easter make sense without Passover? (Yr3)</b> (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q1) To what extent does participating in worship and/or prayer generate a sense of belonging? Q7) What difference might it make to believe in God as Creator? Outcomes: A&B	Authority <b>Big Question: Does Jesus have authority for everyone?(Yr3)</b> (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q8) How might beliefs and community shape a person's identity? Outcomes: A&D	Stories <b>Big Question: Can made up stories tell the truth? (Yr3)</b> (Q3) How can music and the arts help express and communicate religious beliefs? (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q4) To what extent do religious beliefs influence and encourage 'good' behaviour? Outcomes: A,B&C	
		1A- Christianity							1B- Christianity / Judaism / Hindu Dharma
Year 4	Prayer	<b>Big Question: Does prayer change things? (Yr4)</b> (Q1) To what extent does participating in worship and/or prayer generate a sense of belonging? (Q6) How well does faith help people cope with matters of life and death? (Q4) To what extent do religious beliefs influence and encourage 'good' behaviour? Outcomes: B,C&D		Virgin Mary & Christmas <b>Big Question: Does the Christmas narrative need Mary?(Yr4)</b> (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q3) How can music and the arts help express and communicate religious beliefs? (Q6) How well does faith help people cope with matters of life and death? Outcomes: A,B&D	Pilgrimage <b>Big Question: Is a holy journey necessary for believers? (Yr4)</b> (Q1) To what extent does participating in worship and/or prayer generate a sense of belonging? (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q6) How well does faith help people cope with matters of life and death? Outcomes: B,C&D	Lent <b>Big Question: Should believers give things up? (Yr4)</b> (Q4) To what extent do religious beliefs influence and encourage 'good' behaviour? (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q6) How well does faith help people cope with matters of life and death? Outcomes: A,B&C	Miracles <b>Big Question: Did Jesus really do miracles? (Yr4)</b> (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q6) How well does faith help people cope with matters of life and death? Outcomes: A&C	Murtis <b>Big Question: Do murtis help Hindus understand God? (Yr4)</b> (Q5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Q3) How can music and the arts help express and communicate religious beliefs? (Q8) How might beliefs and community shape a person's identity? (Q7) What difference might it make to believe in God as Creator? Outcomes: B,C&D	
		1A- Christianity							1B- Christianity / Judaism / Hindu Dharma
Continuous Provision	Coverage in school and class assemblies of different religious festivals throughout the calendar year. Open the Book Assemblies – key teachings using Bible stories. Local parish vicar and congregation members to visit throughout year to support classroom learning and lead assemblies. Celebration of different beliefs and cultures within our classroom.					<b>LKS2 Expected outcomes – Enquiry and Impact</b>	<b>Exp.A</b> Explain the significance of religious leaders and sacred texts. <b>Exp.B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression. <b>Exp.C</b> Identify how core beliefs can guide lifestyle choices. <b>Exp.D</b> Recognise how religious identity can be shaped by family, community and practice.		
Deliberate Choices	<b>Commitment / Prayer</b> – start of school year, sense of belonging & commitment. Links to Community driver. <b>Virgin Mary &amp; Christmas / Light</b> – Christmas, Harvest, Hanukkah & Diwali during term. Builds on KS1 units <b>Commandments / Pilgrimage</b> – link to Culture curriculum driver. <b>Passover &amp; the Last Supper / Lent</b> – ties in with Easter period, and Culture curriculum driver. Builds on KS1 units <b>Authority / Miracles</b> – focus on sacred texts ties in with The Arts curriculum driver <b>Stories / Murtis</b> – link to Arts curriculum driver through focus on how visuals (images & statues) and stories can communicate beliefs.								