

RE based on Oxford Diocese syllabus

PHASE	Cycle Year	UNDERSTANDING THE CHRISTIAN FAITH	UNDERSTANDING OTHER FAITHS
Rec/ Y1/Y2	A	<p>Grow in Grace and Knowledge of Jesus</p> <p>Does creation help people understand God?</p> <ul style="list-style-type: none"> • Making and creating: the difference • The Creation Story • Evaluating our feelings about creation • Reflecting on humans' role looking after creation <p>Should everyone follow Jesus?</p> <ul style="list-style-type: none"> • Sorts of leaders • Jesus' entry into Jerusalem • The Good Samaritan • Evaluating the message of the Good Samaritan • Reflection- what would make me follow? <p>Do we need shared special places? (adapted from Jewish unit)</p> <ul style="list-style-type: none"> • Our special places • What happens in a church • Visiting a church: parts of the church • Interviewing a Christian about the church • Evaluating: designing a modern day church • Reflection- what other special places would we like in our lives? 	<p>Hinduism</p> <p>What's it like to be a Hindu?</p> <ul style="list-style-type: none"> • Who are Hindus? • Hindus: Many gods: One God • Hindu gods and goddesses • Worship • Holi • Reflecting on Hindu family life <p>Is light a good symbol for celebration?</p> <ul style="list-style-type: none"> • Symbols of light and dark • Rama and Sita • Diwali • Comparing the festival of Diwali with Holi • Reflections on festivals we enjoy
	B	<p>Grow in Grace and Knowledge of Jesus</p> <p>Who should you follow?</p> <ul style="list-style-type: none"> • What makes a good leader? • Moses • Joshua • Our vicar • Evaluating- do we need leaders? • Reflection- write an advert for a class leader <p>Do religious symbols mean the same to everyone?</p> <ul style="list-style-type: none"> • Symbols in clothes • Vestments and the colours of the church's year • The symbols of Christmas • Comparing with Rabbis and Jewish clothes • Evaluating symbols • Reflection- design your own symbols <p>How should the church celebrate Easter?</p> <ul style="list-style-type: none"> • Crosses and the design of churches • Baptism • Mothering Sunday • Lent • The Easter Story • Interviewing Christians about Easter • Reflection: Design an Easter Egg 	<p>Judaism</p> <p>Are some stories more important than others?</p> <ul style="list-style-type: none"> • What we remember about Judaism • Reviewing stories • Engaging with Old Testament stories (Noah, Abraham, Joseph, Moses, Jonah, Elijah, Elisha etc.) • Lessons within stories: how to find them • How this connects to my life <p>Can stories change people?</p> <ul style="list-style-type: none"> • The emotional power of stories • Joseph and his coat • Zacchaeus • Jonah and the Whale • Elijah and the Ravens • Evaluating the emotional impact from these stories • Reflection on stories that changed us
	C	<p>Grow in Grace and Knowledge of Jesus</p> <p>Is everybody special?</p> <ul style="list-style-type: none"> • What makes me special? • The lost coin and the lost sheep parables • Interviewing someone who is baptised • Evaluating baptism as a way to 'join' the church • Reflection- showing you are special <p>Should we celebrate Harvest or Christmas?</p> <ul style="list-style-type: none"> • Celebrating and giving thanks • Harvest • Sukot as a comparison • Christmas • Which one is more important Harvest or Christmas? • Planning a festival <p>Is it important to celebrate the New Year?</p> <ul style="list-style-type: none"> • New Year's resolutions • Adam and Eve • Rosh Hashanah as a comparison • Other faith's new years • Which new year's festivals have more meaning? • Reflection on new year 	<p>Judaism</p> <p>What's it like to be a Jew?</p> <ul style="list-style-type: none"> • What we remember about Judaism • Main beliefs • Sacred writings • The synagogue • The story of the first Passover • Passover: Pesach • Reflecting on learning <p>How should you spend the weekend?</p> <ul style="list-style-type: none"> • Our beliefs on the weekend • Exploring Shabbat • Evaluating the rules of Shabbat • Rules for our weekends
Year 3/4	A	<p>Grow in Grace and Knowledge of Jesus</p> <p>Is light a good symbol for celebration?</p> <ul style="list-style-type: none"> • Symbols of light and dark • Diwali, Hanukkah as a comparison • Advent • Christmas • Evaluating Jesus as the light of the world • Reflections on who our guiding lights are in our lives <p>Does Jesus have authority for everyone?</p> <ul style="list-style-type: none"> • What is a good leader and a bad one? • Jesus' life story • Jesus' early life • Jesus calls the disciples • Jesus' teaching- parables and their meanings • Evaluating viewpoints on Jesus • Reflection- people in authority to me <p>Does taking bread and wine show someone is a Christian?</p> <ul style="list-style-type: none"> • Recap Passover • The Last Supper • Experience a communion • Experience a baptism • Compare the 2 • Reflections on what makes a Christian 	<p>Hinduism and Islam</p> <p>Are Hindu children free to choose how to live?</p> <ul style="list-style-type: none"> • What we remember about Hinduism • Rules- imagine a life without them! • 5 daily duties • Dharma • Karma • Evaluating Hindu duties • Reflections on Hindu family expectations <p>God and pilgrimages</p> <ul style="list-style-type: none"> • Our beliefs about God • Allah • 5 pillars of Islam • Wudu, prayer and worship • Sawm • Special journeys • Pilgrimages • Hajj • Evaluating pilgrimages • Reflections on God and pilgrimages
	B	<p>Grow in Grace and Knowledge of Jesus</p> <p>Does the Christmas narrative need Mary?</p> <ul style="list-style-type: none"> • Symbols of Mary • Stories about Mary in the Bible • Roman Catholic significance of Mary • Views of women in other faiths • Evaluating significance of Mary in the Christmas story • Our reflections on mothers <p>Did Jesus really do miracles?</p> <ul style="list-style-type: none"> • What is a miracle? • Jesus' miracles • Belief and faith • Evaluating witnesses' views on the miracles • Our own views on miracles <p>Does prayer change things?</p> <ul style="list-style-type: none"> • Why do people pray? • Types of prayer- intercession, supplication, adoration, thanksgiving • The Lord's Prayer • Exploring prayer books • Prayers from other faiths • Evaluating prayer • Reflection- writing our own prayers for current times 	<p>Hinduism and Judaism</p> <p>Are Jewish children free to choose how to live?</p> <ul style="list-style-type: none"> • What we remember about Judaism • Rules- the 10 commandments • Jewish family life • Shabbat • Visit a synagogue/ interview a Jewish person • Evaluating Jewish life • Reflections on Jewish family expectations <p>Do murtis help Hindus understand God?</p> <ul style="list-style-type: none"> • What we remember about Hinduism • Symbols of God • The Blind Men and the elephant • Different deities • Visiting a mandir • Murtis and understanding God • Our understanding of God
	A	<p>Grow in Grace and Knowledge of Jesus</p>	<p>Humanism and all faiths</p>

Year 5/6	<p>Does it matter what we believe about creation?</p> <ul style="list-style-type: none"> • Caring for the environment • Recap the Creation Story • Creation Story from other cultures and faiths • Comparisons • Evaluating environment issues and people's differing viewpoints • Self-reflection on own role looking after the planet <p>Does God communicate with humans?</p> <ul style="list-style-type: none"> • What can we remember about prayer? • Introducing prophecies • Reading prophecies (Micah 2, Isaiah 6) • Contrast with the Guru Nanak story (Sikhism) • Prophecies' contribution to the Christmas story • References to prophets in everyday life • Imagine- a message from God. What would you do? <p>Are saints encouraging role models?</p> <ul style="list-style-type: none"> • What is a saint? • Researching saints • Pilgrimages and relics • Persecution for your beliefs • Is Jesus a saint? An evaluation of saints • Would you want to make anyone a saint? <p>Archbishop of York Award Programme</p> <ul style="list-style-type: none"> • Introduction • Leadership skills • Inspirational leaders • Our local community • National community • Global community • Careers education- income and expenditure, 'interest', 'loan', 'debt', and 'tax', career influences and discrimination • Community action 	<p>Can we know what God is like?</p> <ul style="list-style-type: none"> • Describing people • Other faith's views about God • Introduction to humanism • Introduction to atheism • Differing truths for different people • Personal reflections on God
B	Grow in Grace and Knowledge of Jesus	Sikhism
	<p>What is best for our world? Does religion help people decide?</p> <ul style="list-style-type: none"> • Helpful people • Acts of the Apostles • St Paul's letters • Charity • The impact of religion on our world • How would I make a difference? <p>Is "God made man" a good way to understand the Christmas Story?</p> <ul style="list-style-type: none"> • Re-enact the Christmas story • Comparison of the 4 gospels' versions of Christmas • Emmanuel • Incarnation • Evaluating the meaning of Christmas • Self-reflection on the meaning of Christmas <p>Is the resurrection important to Christians?</p> <ul style="list-style-type: none"> • What happens when we die? • Concept of resurrection • The Resurrection of Jesus • Resurrection vs reincarnation: a contrast • Funerals and our feelings about them • Interview with a funeral director • 1 Corinthians: 15 • Reflection on funerals and dying <p>Archbishop of York Award Programme</p> <ul style="list-style-type: none"> • Introduction • Leadership skills • Inspirational leaders • Our local community • National community • Global community • Careers education- income and expenditure, 'interest', 'loan', 'debt', and 'tax', career influences and discrimination • Community action 	<p>Do Sikhs need the Guru Granth Sahib?</p> <ul style="list-style-type: none"> • Sacred books- The Bible • Sacred books- The Koran • Sacred books- The Torah • Who are Sikhs? • Core beliefs of Sikhs • Sacred books- The Guru Granth Sahib • How the book is used by Sikhs • Comparing sacred texts • Books that are special to us <p>Does the community of the Gurdwara help Sikhs lead better lives?</p> <ul style="list-style-type: none"> • The ideal community • Visit a Gurdwara • 4 main principles- Sewa, Vans Chhakna, Kirat Karna, Nam Japna • Golden Temple at Amritsar • Sikh worship • Compare with other places of worship • How we can make our communities better
Secondary School I	KS 3 -Global Goals -Charity -Big questions -Portrayal of religion in the media	-Extending knowledge of a range of faiths

PSHE-core curriculum

[Difference between falling out and bullying](#) – Enacted every year as part of Anti-Bullying week. Teachers are to change course if bullying or perception of it is mentioned and a small unit planned using the measures set out in Anti-Bullying policy.

P H A S E	Cycle Year	HALF-TERMLY BLOCKS			THROUGHOUT
		HEALTHY AND HAPPY FRIENDSHIPS (DISCOVERY)	CARING AND RESPONSIBILITY (DISCOVERY)	ONLINE SAFETY, SAFETY AND FINANCIAL EDUCATION (Taught discretely and through visitors, STOGURSEY ADVENTURERS)	DIVERSITY, EQUALITY & RELATIONSHIPS (No Outsiders scheme- throughout the year one lesson a half term)
R e c / Y 1 / Y 2	A	<u>Making friends and Getting Along (Y1)</u> <ul style="list-style-type: none"> Friends Kindness Getting along, sharing and turn-taking Difference between falling out and bullying 	<u>Our special people (Y1)</u> <ul style="list-style-type: none"> My special people How our special people care for us Keeping safe 	<u>Online Safety</u> <ul style="list-style-type: none"> Safe logins My work area Purple Mash Topics Purple Mash tools <u>Financial Education through Stogursey Adventurers</u> <ul style="list-style-type: none"> Spending and saving Money choices 	<u>Choosing, introducing diversity</u> <ul style="list-style-type: none"> Choose what I like (You choose) All families are different (The Family Book) Know I belong and can be different (All are welcome)
	B	<u>What makes a happy friendship? (Y2)</u> <ul style="list-style-type: none"> Happy friendships Personal boundaries Worries Difference between falling out and bullying 	<u>Special people in our communities (Y2)</u> <ul style="list-style-type: none"> Community helpers When we need help Our communities and groups 	<u>Online Safety</u> <ul style="list-style-type: none"> Safe logins (Y1) Searching and sharing Email using 2respond Digital Footprint <u>Financial Education through Stogursey Adventurers</u> <ul style="list-style-type: none"> Spending and saving Money choices 	<u>Friendships, introducing diversity</u> <ul style="list-style-type: none"> Say hello (Hello Hello) Ask for help/ work with different people (Errol's garden) To think about friends (Amazing)
	C	Revisit any from above	Revisit any from above	<u>Online Safety</u> <ul style="list-style-type: none"> Safe logins (Y1) Searching and sharing Email using 2respond Digital Footprint <u>Financial Education through Stogursey Adventurers</u> <ul style="list-style-type: none"> Spending and saving Money choices 	<u>Self-esteem, introducing diversity</u> <ul style="list-style-type: none"> Ok to like different things (Red Rockets and Rainbow Jelly) Make sure no one is left out (Want to play trucks?) Have self-confidence (How to be a lion)
Y e a r 3 / 4	A	<u>Being a good friend (Y3)</u> <ul style="list-style-type: none"> What makes a good friend? Personal space Resilience Difference between falling out and bullying 	<u>Responsibility and boundaries (Y3)</u> <ul style="list-style-type: none"> Being responsible Responsibility and personal space Caring and empathy Making an emergency call (not in scheme) 	<u>Online Safety</u> <ul style="list-style-type: none"> Safety in numbers? Fact or fiction? Appropriate Content and Ratings <u>Financial Education through Stogursey Adventurers</u> <ul style="list-style-type: none"> Role of money in our lives- career pathways Managing money Resource allocation 	<u>Types of relationships, ageism, stereotyping, safety, gender identity</u> <ul style="list-style-type: none"> Understand what discrimination is (This is our house) Find common ground (Aalfred and Aalbert) Know I belong (All are welcome) Recognise a stereotype (The truth about old people) Staying safe (When Marvin gets mad) Show acceptance (Julian is a mermaid)
	B	<u>Solving friendship difficulties (Y4)</u> <ul style="list-style-type: none"> Qualities of a good friend Solving friendship difficulties Personal boundaries and permission Difference between falling out and bullying 	<u>Rights and responsibilities (Y4)</u> <ul style="list-style-type: none"> Our rights, our responsibilities THE UN Convention on the Rights of the Child Family roles and responsibilities 	<u>Online Safety</u> <ul style="list-style-type: none"> Phishing Be malaware Healthy screen-time <u>Financial Education through Stogursey Adventurers</u> <ul style="list-style-type: none"> Role of money in our lives- job discrimination Managing money Resource allocation 	<u>Inclusion and acceptance of difference</u> <ul style="list-style-type: none"> To be welcoming (Beegu) Know what a bystander is (We're all wonders) Recognise and help an outsider (The Hueys in the new jumper) Help someone accept difference (Along came a new) Choose when to be assertive (Dogs don't do ballet) Be proud of who I am (Red: a crayon's story)
Y e a r 5 / 6	A	<u>Changing friendships (Y5)</u> <ul style="list-style-type: none"> Identity Peer pressure Emotional health and wellbeing Difference between falling out and bullying 	<u>Caring in the Community (Year 5 only)</u> <ul style="list-style-type: none"> Changing needs Feeling lonely Why volunteer? <u>Responsible behaviour as we get older (Year 6 only)</u> <ul style="list-style-type: none"> Taking care of myself Archbishop of York Award (See RE) Transition to Secondary School 	<u>Online Safety</u> <ul style="list-style-type: none"> SAMRT crew video Responsibilities and support when online Reliability <u>Financial Education through Stogursey Adventurers</u> <ul style="list-style-type: none"> Basic First Aid and getting help Recap previous learning Enterprise skills- managing risk 	<u>Sexuality, Race, Gender Identity, free speech</u> <ul style="list-style-type: none"> Exchange dialogue and express an opinion (And Tango makes Three) Explore friendship (The Girls) Consider responses to immigration (King of the Sky) Recognise when someone needs help (How to heal a broken wing) Show acceptance (Introducing Teddy) Consider language and freedom of speech (The only way is Badger)
	B	<u>Relationships and feelings (Y6)</u> <ul style="list-style-type: none"> Personal safety Relationships and change Wider emotions Difference between falling out and bullying 	<u>Caring in the Community (Year 5 only)</u> <ul style="list-style-type: none"> Changing needs Feeling lonely Why volunteer? <u>Responsible behaviour as we get older (Year 6 only)</u> <ul style="list-style-type: none"> Taking care of myself Archbishop of York Award (See RE) Transition to Secondary School 	<u>Online Safety</u> <ul style="list-style-type: none"> Message in a game Online behaviour Screen-time <u>Financial Education through Stogursey Adventurers</u> <ul style="list-style-type: none"> Recap previous learning Enterprise skills- managing risk 	<u>Revisit Rights and Responsibilities, Disabilities, LGBT, race</u> <ul style="list-style-type: none"> To consider democracy (A Day in the Life of Marlon Bundo) To look after my own mental health (sadness) Overcome fears about difference (Leaf) Consider causes of racism (The Island) Consider responses to racism (Mixed)
S e c s c h o o l	KS3/4	-To know what a healthy/unhealthy relationship is. -To know what an abusive relationship looks and feels like.	-Know what brings me a strong sense of well-being. -To have a rich vocabulary that aids articulation of emotions, identity, diversity, race, and safety. -To know what good and poor mental health is.	Know how to communicate, safety, appropriately (Verbally and Non-verbally)	-Know how to communicate, identity, diversity, race, and safety, appropriately (Verbally and Non-verbally) -To know what stereotypes and discrimination are. -To have a strong sense of values and how they can affect themselves and others. -To have a sense of belonging to a community and feel valued. -To be proud and accepting of your identity. -To know where to access help and support.

PHASE	Cycle Year	HEALTHY BODIES, HEALTHY MINDS (DISCOVERY)	COPING WITH CHANGE **To be approved in 2022/23 (DISCOVERY) Second Half of Summer Term only
Rec/ Y1/Y2	A	<u>Amazing bodies (Y1)</u> <ul style="list-style-type: none"> My amazing body Private body parts (introducing correct terminology) NSPCC lesson Looking after our bodies 	<u>Growing and Changing (Y1)</u> <ul style="list-style-type: none"> Animal babies How have we changed? A future me
	B	<u>Staying healthy and safe (Y2)</u> <ul style="list-style-type: none"> Healthy feelings Staying safe at home NSPCC lesson Feeling poorly 	<u>Growing up and setting goals (Y2)</u> <ul style="list-style-type: none"> When I am older Looking at the changes ahead Goals
	C	Revisit any from above	Revisit any from above
Year 3/4	A	<u>Sleep, food and hygiene (Y3 or altogether if needed)</u> <ul style="list-style-type: none"> The power of sleep Making healthy food choices Germs! NSPCC lesson <u>YEAR 4 ONLY- Valuing our bodies and minds (Y5)</u> <ul style="list-style-type: none"> Valuing ourselves Alcohol, tobacco and drugs Keeping well NSPCC lesson 	<u>Coping with feelings when things change (Y3)</u> <ul style="list-style-type: none"> New changes Feeling sad and showing empathy Happiness <u>Puberty and hygiene (Y4 only)</u> <ul style="list-style-type: none"> What is puberty? Understanding periods Keeping clean as we grow and change
	B	<u>Sleep, food and hygiene (Y3 or altogether if needed)</u> <ul style="list-style-type: none"> The power of sleep Making healthy food choices Germs! NSPCC lesson <u>YEAR 4 ONLY- Valuing our bodies and minds (Y5)</u> <ul style="list-style-type: none"> Valuing ourselves Alcohol, tobacco and drugs Keeping well NSPCC lesson 	<u>Coping with feelings when things change (Y3)</u> <ul style="list-style-type: none"> New changes Feeling sad and showing empathy Happiness <u>Puberty and hygiene (Y4 only)</u> <ul style="list-style-type: none"> What is puberty? Understanding periods Keeping clean as we grow and change
Year 5/6	5/6	<u>Influences and personal choices (Y4)</u> <ul style="list-style-type: none"> Healthy influences Making healthy choices Dealing with feelings NSPCC lesson 	<u>Puberty and emotions (Year 5 only)</u> <ul style="list-style-type: none"> Puberty Puberty and emotions Emotional changes: managing well <u>Coping with emotional effects of life changes/ Sex Education (Year 6 only)</u> <ul style="list-style-type: none"> Body image Puberty and changing relationships Starting a family (Sex Education) The impact of having a baby (Sex Education) When is it right? (Sex Education) Moving on Bold is non-statutory
	B	<u>Being the best me (Y6)</u> <ul style="list-style-type: none"> Being the best me Social media and our wellbeing Taking care of our mental health 	<u>Puberty and emotions (Year 5 only)</u> <ul style="list-style-type: none"> Puberty Puberty and emotions Emotional changes: managing well <u>Coping with emotional effects of life changes/ Sex Education (Year 6 only)</u> <ul style="list-style-type: none"> Body image Puberty and changing relationships Starting a family (Sex Education) The impact of having a baby (Sex Education) When is it right? (Sex Education) Moving on Bold is non-statutory
Sec School	KS3/4	_Know how to keep physically healthy.	_Know to keep sexually healthy.
RESPONDING TO WORLD TRAUMAS (Bespoke)			
YR/1/2- Use the wellbeing and worship programme (age-appropriate)			
Y 3/- Use the wellbeing and worship programme (age-appropriate)			
<u>Y5/6 - Responding productively to World Traumas- repeated in Year A if no world trauma in Year B</u>			
<ul style="list-style-type: none"> Establish the facts Discussion about worries Who to go to if you are anxious What we can do to help Fact and fiction: fake news (Y3) Plagiarism (Y4) Citing sources (Y5) Conspiracy theories (Hope not Hate lesson) 			

TEACHER AUTONOMY WHEN CHOOSING UNITS EACH TERM = DIVERISTY SMALL STEP + A BOX OF SMALL STEPS