

CHADLINGTON CE PRIMARY SCHOOL R.E. & VALUES CURRICULUM OVERVIEW

| Term | Year A | Year B | Year C | Year D |
|------|---|--|---|--|
| 1 | <p align="center">We are engineers Christianity</p> <p>Value: <i>Responsibility</i></p> <p>Themes: <i>Caring for the natural world - water</i></p> <p>Stories: <i>Creation Story – water covering the earth and spirit of God hovering over the waters, Genesis 1 v 1-10; Noah’s Ark and the Flood, Genesis 6 v 9-18; Moses and the parting of the Red Sea, Exodus 14 v 15 -31; Jesus and the woman at the well, John 4 v 1-15; Peter and the miraculous catch of fish, John 21 v 1-14; Baptism of Jesus in the River Jordan, Matthew 3 v 3- 18; harvest</i></p> <p>Key Questions: <i>What is the significance of water in the bible? What is Christian baptism? What action can we take to help others have the same access to a clean water supply as we do? How should people care for the natural world? What do people believe about God, humanity and the natural world? Is it right to engineer the natural world?</i></p> <p>Resources: http://www.rewithsoul.co.uk/primary-ks2/unit-2-water-of-life/lesson-1-water-life/</p> | <p align="center">We are horologists Multi faith</p> <p>Value: <i>Forgiveness</i></p> <p>Themes: <i>Calendars - the church year; lent/advent/ Lent & Easter; celebrating a new year; new beginnings; dating the years from religious events; harvest</i></p> <p>Stories: <i>The Easter Story; The Prodigal son;</i></p> <p>Key Questions: <i>Is celebrating a new year important? What is Rosh Hashanah? Why is Al Hijra an important date in the Islamic calendar? Why is Easter/the resurrection important to Christians? How and why are celebrations important in religion? Does Easter make sense without Passover? Was the death of Jesus a worthwhile sacrifice?</i></p> <p>Resources: <i>Oxfordshire Planning Y2, Unit 3 & Unit 4; Y6 Unit 4</i></p> | <p align="center">We are conservationists Christianity</p> <p>Value: <i>Trust</i></p> <p>Themes: <i>Looking after our world</i></p> <p>Stories: <i>Bible passages showing Gods care for creation: the creation story; sparrows (Matthew 10:29; Luke 12:6), lilies of the field (Matthew 6.28; Luke 12:27), the parable of the lost sheep; harvest</i></p> <p>Key Questions: <i>How can we help to look after our world? Does creation help people to understand God?</i></p> <p>Resources: <i>Christian’s in conservation A Rocha http://request.org.uk/restart/2014/04/16/a-rocha/ http://www.arocha.org/en/</i></p> | <p align="center">We are travel writers Christianity & Hinduism</p> <p>Value: <i>Tolerance</i></p> <p>Themes: <i>Pilgrimages; journey of faith/milestones</i></p> <p>Stories: <i>The lives of religious leaders;</i></p> <p>Key Questions: <i>Who should you follow? Why are holy journeys important for believers? In what ways do people worship and what difference does this make to their lives?</i></p> <p>Resources: http://request.org.uk/restart/symbols/symbolic-actions/ <i>Baptism, confirmation, etc. https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item339389/grade2/module649020/index.html?source=search-all-all-all&source-keywords=pilgrimage Oxfordshire Planning Unit</i></p> |

CHADLINGTON CE PRIMARY SCHOOL R.E. & VALUES CURRICULUM OVERVIEW

| Term | Year A | Year B | Year C | Year D |
|------|--------|---|--|--------|
| 2 | | <p align="center">We are philosophers Christianity</p> <p>Value: <i>Thoughtfulness</i></p> <p>Themes: <i>Choosing how to live our lives; rules and laws; the commandments</i></p> <p>Key Questions: <i>How can we tell right from wrong? Is there a 'right way' to live our lives? Are some laws more important than others? (Church v state; visit Westminster Abbey and the Houses of Parliament) How did the birth of Jesus change the world?</i></p> <p>Stories: <i>The story of the wisdom of Solomon; the birth of Jesus; The Ten Commandments; The Commandments of Jesus Christ, Matthew 22: verses 34 to 40</i></p> <p>Resources: http://reonlineorg.wpengine.com/wp-content/uploads/2013/10/Banq-Hum-0003-Right-from-wrong-SP-v01a.pdf</p> | <p align="center">We are artists Christianity & Hinduism</p> <p>Value: <i>Imagination</i></p> <p>Themes: <i>The symbolism of light; Matthew 5 - Let your light so shine; Light of the World (Holman Hunt); Christingle; advent candles; Diwali; stained glass (John Piper, Edward Burne-Jones)</i></p> <p>Stories: <i>Ramayana (Rama and Sita)</i></p> <p>Key Questions: <i>Do you think light is a good symbol for celebration? What does the christingle represent? How is light used as a symbol in the Bible? How is light celebrated in the Christian faith? How is light celebrated in the Hindu faith?</i></p> <p>Resources: <i>Diwali:</i> https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item866807/grade2/index.html?source=search-all-all-all&source-keywords=diwali <i>Christingle:</i> https://central.espresso.co.uk/espresso/modules/news/telegraph/re/071212_christingle.html?source=search-all-all-all&source-keywords=christingle</p> | |

CHADLINGTON CE PRIMARY SCHOOL R.E. & VALUES CURRICULUM OVERVIEW

| Term | Year A | Year B | Year C | Year D |
|------|---|---|---|--|
| 3 | <p align="center">We are puppeteers Christianity & Hinduism</p> <p>Value: Free will</p> <p>Themes: The Trinity; Brahman</p> <p>Stories: The Holy Spirit (Acts 2:1-5) Pinocchio ('I want to be a real boy.')</p> <p>The Wemmick Story Jesus in the garden of Gethsemane</p> <p>Key Questions: What makes us 'us'? What is free will? Are we ever truly free? Do all things have a soul? How can Brahman be everywhere and in everything? Is the Trinity a contradiction?</p> <p>Resources: https://lifehopeandtruth.com/life/what-is-the-meaning-of-life/predestination/free-will/</p> | <p align="center">We are astrophysicists Multi faith</p> <p>Value: Open mindedness</p> <p>Themes: Creation; God, the universe and humanity</p> <p>Stories: The Creation Story; creation stories from different cultures.</p> <p>Key Questions: Does what you believe about creation matter? How do people's beliefs about the universe act as a guide through life?</p> <p>Resources: http://request.org.uk/restart/2015/03/04/exploring-gods-creation/ Oxfordshire Planning Unit 6, Summer 2 and Y5 Unit 1</p> | <p align="center">We are filmmakers Christianity</p> <p>Value: Faith</p> <p>Themes: Special places; trips to Coventry and Christchurch Cathedrals and St. Mary's Church in Fairford</p> <p>Stories: Bible stories told in the stained glass windows; 'the picnic on the beach'; Jonah; the life of Jesus</p> <p>Key Questions: How and why do symbols express religious meaning? How does religion inspire people and how can we see this in the environment? How does the architecture of Coventry Cathedral reflect the significance of the resurrection?</p> <p>Resources: Oxfordshire Planning Y1 Unit 6 Trips to Christian places of worship</p> | <p align="center">We are inventors Multi faith</p> <p>Value: Self-belief</p> <p>Themes: Birds as symbols of the spirit</p> <p>Stories: The Easter Story; bird images in the bible (e.g. the dove at Jesus's baptism)</p> <p>Key Questions: Do birds have souls? What does the Easter story tell us about the nature of the soul? How are birds used as symbols in Christianity and other faiths? Does God communicate with man?</p> <p>Resources: Oxfordshire Planning Y5 Unit 2</p> |

CHADLINGTON CE PRIMARY SCHOOL R.E. & VALUES CURRICULUM OVERVIEW

| Term | Year A | Year B | Year C | Year D |
|------|---|---|--|--------|
| 4 | <p align="center">We are animators Christianity & Judaism</p> <p>Value: <i>Liberty</i></p> <p>Themes: <i>Human rights; slavery (linked to the history of Bristol); trip to M Shed (slavery exhibition & living in a multi-faith community); Passover and the seder meal</i></p> <p>Key Questions: <i>Are we all equal? Are we all special? How did Moses inspire the exodus? Who should we follow?</i></p> <p>Stories: <i>The story of Moses and the story of the Exodus; the stories of Bristol's refugees</i></p> <p>Resources: https://central.espresso.co.uk/espresso/modules/t1_black_history/index.html?source=search-all-all-all&source-keywords=bristol</p> | <p align="center">We are curators Multi faith</p> <p>Value: <i>Caring</i></p> <p>Themes: <i>Life of Jesus; lives of the saints; key figures in other faiths</i></p> <p>Key Questions: <i>How do key religious figures inspire us? What makes a good role model? Can Christians know what God is like?</i></p> <p>Stories: <i>Accounts of the lives of key religious leaders and saints.</i></p> <p>Resources: http://request.org.uk/restart/2014/04/16/saint-george/</p> | <p align="center">We are architects Christianity & Multi faith</p> <p>Value: <i>Achievement</i></p> <p>Themes: <i>'Architecture of light'; stories and symbolism in stained glass; Coventry Cathedral, Christ Church Cathedral, St. Mary's Church in Fairford; our values - Let your light shine</i></p> <p>Key Questions: <i>What can you find inside a church? What makes a place special? What is the significance of 'architecture of light'?</i></p> <p><i>Is it possible to design a place of worship that could bring together people of different faiths? Why do people pray?</i></p> <p>Stories: <i>The Wise and Foolish Builders</i> http://request.org.uk/restart/places/special-places-places/ http://request.org.uk/restart/symbols/prayer-action/</p> <p>Resources: <i>Trips to places of worship</i></p> | |

CHADLINGTON CE PRIMARY SCHOOL R.E. & VALUES CURRICULUM OVERVIEW

| Term | Year A | Year B | Year C | Year D |
|------|--------|--|--------|--|
| 5 | | <p align="center">We are palaeontologists Christianity</p> <p>Value: <i>Respect</i></p> <p>Themes: <i>Creation; the Big Bang and theories of evolution; the origin of life; what happens when you die?</i></p> <p>Stories: <i>The Creation, Genesis; creation stories from different cultures and faiths; Noah's Ark</i></p> <p>Key Questions: <i>Does what you believe about creation matter?</i> <i>How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i> <i>How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i> <i>How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p> <p>Resources: <i>Oxfordshire Planning Y6 Unit 6</i> https://central.espresso.co.uk/espresso/modules/t2_creation/index.html?source=search-all-all-all&source-keywords=the%20creation</p> | | <p align="center">We are costume designers Christianity; Islam & Sikhism</p> <p>Value: <i>Belonging</i></p> <p>Themes: <i>Belief and belonging; expressions of belief</i></p> <p>Stories: <i>Stories about belonging</i></p> <p>Key Questions: How do clothes express belief? <i>Do clothes express belief?</i> <i>Why are special colours worn during the church year?</i> <i>How are religious and spiritual ideas expressed and why is literal language not adequate?</i> <i>How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i> <i>How do religious families and communities practice their faith and how is this seen in local communities?</i> <i>Do religious communities help people lead better lives?</i></p> <p>Resources: <i>Oxfordshire Planning</i> http://request.org.uk/restart/2016/07/05/church-colours-2/ <i>Hijab</i> <i>Khalsa</i></p> |

CHADLINGTON CE PRIMARY SCHOOL R.E. & VALUES CURRICULUM OVERVIEW

| Term | Year A | Year B | Year C | Year D |
|------|--|---|--------|--------|
| 6 | <p align="center">We are cooks Multi faith</p> <p>Value: Self-control</p> <p>Themes: Special meals - Passover, Communion, food restrictions and fasting; miracles</p> <p>Stories: Moses (the Exodus) Breakfast on the Beach Loaves and Fishes The Last Supper</p> <p>Key Questions: How do people celebrate feast days? How important is it for believers to feast or fast? How can food and drink symbolise religious belief? Was the feeding of the 5,000 a miracle, or is there some other explanation?</p> <p>Resources: https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item339390/grade2/module647846/index.html?source=search-all-all-all&source-keywords=food%20in%20religion</p> | <p align="center">We are actors Christianity</p> <p>Value: Love</p> <p>Themes: Love your neighbour as yourself</p> <p>Stories: The Good Samaritan; Jesus's commandments</p> <p>Key Questions: Who is my neighbour? Can we know what God is like? What do Jesus's commandments mean? How could we put this belief into action? (locally and overseas) What difference does the teaching 'Love your neighbour as yourself' make to Christian life, individually, locally, globally? What is unconditional love?</p> <p>Resources: http://www.rewithsoul.co.uk/primary-ks2-2/unit-1-love-neighbour/</p> | | |