

## The Learning Journey of RE at Alderman Cogan

**FS1** - children begin by looking at themselves and their families to introduce the idea of special people and a sense of identity. In Autumn 2, children begin to look at special times that they may already have experience of, alongside Diwali so that children can make links between them. Throughout the year, children's learning and experiences become more abstract, building on and making links to what they know about themselves.

**FS2** - Children begin the year, as in FS1, by looking at themselves and where they belong. They talk about each person being special and unique and then extend this knowledge to the Christian belief that each person is special to God. They then introduce other religions and how people are special and welcomed. They then talk in more depth about what God means to Christians and discuss the idea that Christians believe that God created the world. At Christmas, children learn that God came to earth as Jesus and make links to their learning about being special and unique to God.

In Spring, they build on their knowledge about Jesus and learn about what he did to save humans. They look at special stories to them and learn that for Christians, Jewish people and Muslims, their special stories are called the Bible, the Torah and the Qur'an.

Summer is spent looking at special places, beginning with themselves and where is special to them. They link this idea to special places for Christians and Muslims and may look at another faith as well.

**Y1** - Children begin the year by returning to the Christian idea of God and look in more detail at what Christians believe He is like (UC1.1). They focus on the story of the lost son and learn about God being forgiving. And how Christians respond to this forgiveness. In Autumn 2, they return to the story of Christmas and look in more depth about how the story shows that Jesus was extraordinary. (UC1.3)

In Spring, children study their first unit on another faith (LYS 1.6). We study Judaism in KS1 to expose the children to another faith alongside the learning already in FS about Christians, Muslims and Hindus. They learn about objects in a Jewish home and build on their existing knowledge of special days and times by learning about Shabbat. They also look at Sukkot as a Jewish festival. They then link their learning to the Christian festival of Easter and build on their understanding of Jesus being extraordinary. They make links back to learning in FS2 about what Jesus did to save humans (UC1.5)

In summer, they learn about belonging. They begin by recapping and building on their knowledge of welcoming ceremonies and look at how people show love to each other, including ceremonies such as marriage. They make comparisons with Judaism and look at non-religious ceremonies. They end the year by looking at stories and lessons Jesus taught and are introduced to the disciples. They make links to the previous unit when they learn that Jesus welcomed all. They make links to the school values by thinking about different kinds of peace.

**Y2** - Most year groups begin with creation as it is the start of the 'big story' of the Bible. Children begin the year by looking at who Christians say made the world. They retell the story in simple terms and explore the idea that this is the beginning of the big story of the bible. They build on this learning from FS2 by exploring how Christians respond to this idea by saying thank you. At Christmas, they look at the digging deeper section of UC1.3 and extend the story to the arrival of the Kings. They are exposed to the word 'incarnation' for the first time and are reminded that Jesus is God in the flesh. They look at Christians around the world celebrating in similar ways.

In Spring they make links with learning in FS2 about each person being special and unique. They look at stories from the Bible that support this idea and other stories based around friendship. They look at how people in other religions serve others and support the poor. They look at well-known people or groups who care for others. The school golden rule is covered here. At Easter, they return to the Easter story (links with UC1.5)

In Summer they look at sacred places, making links with all the faiths that have been learned about previously. They end the year by digging deeper into the creation story, linking back to Autumn 1. They look at God's day of rest and why it is important to take care of our world.

**Y3** - The year begins with creation. Children recap the story learned in UC1.1 and explain what they think is wow about the world. They look at instructions given by God and consider how people or groups try to take care of the world. At Christmas they look at what it is like to follow God and study the story of Noah. They consider what a promise is and who might make them.

In Spring, children come across Sikhism for the first time. They compare ideas about God and holy texts by using their prior knowledge of other religions. We chose to study Sikhism as the next most common faith in our school after Christianity. At Easter, they look at the Easter story and explain why Christians call it 'Good Friday' (L2.5).

They will recall their knowledge of the Easter story and learn more detail about the days of Holy Week (Palm Sunday, Good Friday and Easter Sunday). They look at how Christians mark these days in the church. In Summer, they follow on from the Easter story to look at Pentecost and what happened when Jesus left, making links back to what they already know. They then return to creation and extend their knowledge of the story to look at 'fall' and study the story of Adam and Eve. They look back at the idea of God being forgiving and they recall their understanding of the story of the lost son from Y1.

Y4 - they begin the year looking at what kind of world Jesus would want, focussing on the story of the fisher of people. They look at qualities of church leaders and visit St Aidans to make links to our community. In Autumn 2 they look at festivals across faiths to compare and contrast traditions. They will use prior knowledge of other faiths and recall learning about Jewish festivals from Y1. In Spring, children deepen their understanding about God and learn about God being Father, Son and Holy Spirit. They will have encountered this description in worship so will build on this idea. At Easter, they return to L2.5 but focus particularly on Maundy Thursday. They build on their understanding of the world Jesus wanted by looking at how Christians can be a servant to others. They look at the eucharist. In Summer, they begin with a thematic unit, looking at how believers show commitment in the journey of life. This will link to 1.8 in Year 1 where they looked at belonging. They also look at non-religious ceremonies. They end the year by returning to the kind of world Jesus would want and look at the story of the good samaritan. They discuss the importance of charity, which recalls learning from Y2 1.10.

Y5 - They begin with looking at Muslims and what it means to follow God. They will have come across festivals and celebrations within Islam but will now look at the 5 pillars and underlying beliefs in Islam. They deepen their understanding of the Qur'an, they learned that this was the holy book for Muslims in FS2. At Christmas, they look at Jesus as the messiah. They make links with their learning about Jewish people and use knowledge from incarnation units in Year 1 and 2. In Spring, they return to ideas about God being holy and loving. They learned this in Year 1 and Year 3. They build on their theological vocabulary by learning the words omnipotent and omniscient. At Easter, they build on their understanding of Easter from Year 1, 2, 3 and 4 by looking at how Jesus sacrificed himself. They return to the eucharist and consider how this reminds Christians about what He did to save Christians. In Summer, they look in more detail at the kind of world Jesus would want (U2.5 and 2.8). They bring back all their knowledge about charity, love and generosity and learn new bible stories to support these ideas. They end the year by looking at how religions help to live through good and bad times. They consider life and death and look at where non-religious people may turn in hard times. They look at ideas from Hinduism around reincarnation and Moksha.

Y6 - The year begins with creation as in other year groups. This gives children an introduction to scientific ideas about creation which is covered in Autumn 2 science. Autumn 2 RE follows on from the previous half term and discusses how these ideas contribute to whether people believe in God or not. We also look at Muslim beliefs about God which the children covered in Y5 Autumn 1.

U2.3 links with learning the children have received in Year 5 (U2.4). 2.4 explores how God's people were treated unfairly in Egypt and 2.3 tells the story of Moses and the Exodus. It explores ideas about salvation which is then covered further in Spring 2 when the children learn about the resurrection. They return to ideas about life and death covered in U2.14.

In Summer, they recall learning about special places to themselves and to religious believers. They look at pilgrimages taken by believers and look at examples from Islam, Judaism and Hinduism. To end their primary school RE, children consider everything that they have learned so far. They summarise each religion and think about what we can learn from each. They think about harmony, tolerance and diversity and how this would make a difference to our world. History learning this term is about the slave trade - how is life in Britain different now? Are we now a tolerant and respectful place?