

End of Year Framework

SCHEME OF WORK: Discovery RE

Subject: R.E.



In religious education (RE):

- pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world.
- pupils take their place within a diverse multi-religious and multi-secular society.
- Pupils have the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

RE Key Concepts

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Concepts							
Community							
Traditions and Symbols							
Faith and Worship							
Values, Morals and Ethics							
Spirituality							

Our RE curriculum will cover the religions within our school and classes.

Methodology - Discovery RE

Engagement - Explore the core concept/underpinning experience within the child's own world.

Investigation - Step into the world of religion and learn about it and the application of beliefs.

Evaluation (impersonal) - Apply critical and evaluative thinking skills to the key question and weigh up evidence.

	Enquiry Questions	Knowledge	Skills	Key Vocabulary
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EYFS	<p>Theme: Christmas Key Question: What is Christmas? Religions: Christianity</p> <p>Theme: Celebrations Key Question: How do people celebrate?</p> <p>Theme: Easter Key Question: What is Easter? Religions: Christianity</p>	<p>I know the difference between two or more religions: Hinduism, Judaism, Islam and Christianity.</p> <p>I can name and recognise different cultural traditions and routines.</p> <p>I know that different places have different environmental and cultural features.</p> <p>I can describe my immediate environment.</p> <p>I can talk about a special time for a religion e.g. Eid, Christmas, Diwali.</p>	<p>I can show acceptance of the differences between a range of cultures.</p> <p>I can make comparisons between where I live and somewhere else.</p> <p>I can recognise different cultures and settings in different texts.</p>	<p>Jesus Moses Mary Joseph Frankincense Myrrh Nowruz Holi Vishnu Jesus Palm Sunday The Last Supper Cross Tomb Parable</p>	<p>Allah Brahmin Sadhana Guru Nanak Church Font Altar Lectern Mosque Minaret Musalla Mihrab Minbar Qur'an Synagogue Ark Torah Prayer Shawls Kippah</p>
Year 1	<p>Does God want Christians to look after the world?</p> <p>Christianity</p>	I can remember the Christian Creation story and talk about it.	<p>I can say how it felt to make something.</p> <p>I can express an opinion about the Christian belief about creation.</p>	<p>Creation Story Adam Eve</p>	
	<p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Judaism</p>	I can remember some of the Christmas story.	<p>I can talk about a gift that is special to me.</p> <p>I can suggest a gift I would give to Jesus.</p>	<p>Mary Joseph Frankincense Myrrh</p>	
	Was it always easy for Jesus to show friendship?	I can remember a story about Jesus showing friendship and talk about it.	<p>I can talk about my friends and why I like them.</p> <p>I can say how Jesus tried to be a good friend.</p>	<p>Zacchaeus Mary, Martha and Lazarus</p>	
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<p>I can recall parts of the Easter story.</p> <p>I can recognise some symbols in the story.</p>	<p>I can talk about a person I admire.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p>	<p>Palm Sunday Palm cross</p>	
	Is Shabbat important to Jewish children?	I can use the right names for things that are special to Jewish people during Shabbat and explain why.	<p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can start to make a connection between being</p>	<p>Shabbat Challah</p>	

Year 2 Christianity Judaism			Jewish and decisions about behaviour.	
	Are Rosh Hashanah and Yom Kippur important to Jewish children?	I can tell you something that either Rosh Hashanah or Yom Kippur is about.	I can say how it feels to say sorry and what I have said sorry for. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.	Rosh Hashanah Yom Kippur Shofar
	Is it possible to be kind to everyone all of the time?	I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.	I can tell you when I have been kind to others even when it was difficult. I can say if I think Christians should be kind and give a reason.	Samaritan Parable
	Why do Christians believe God gave Jesus to the world?	I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	I can say how I could help solve a problem by showing love. I can tell you why Christians think God gave Jesus to the world.	Advent
	How important is it for Jewish people to do what God asks them to do?	I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.	I can talk about why I do as some people ask but not others. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.	Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher
	How important is it to Christians that Jesus came back to life after his crucifixion?	I can recall what Christians believe happened on Easter Sunday.	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	Easter Egg Hot cross bun Resurrection

	How special is the relationship Jews have with God?	I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.	I can explain why agreements are important and why they should be kept. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	Covenant Abraham Isaac Ten Commandments Mezuzah Shema
	What is the best way for a Jew to show commitment to God?	I can talk about one of the ways Jews show commitment to God.	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about a way that Jews show commitment to God and say why this might be important.	Ten Commandments Shabbat Seder Synagogue Torah Bar Mitzvah Bat Mitzvah Mitzvot Tu B'Shevat Shema
Year 3 Christianity Hinduism	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.	I can tell you three important actions I could take to support a group I belong to. I can start to say why Diwali might bring a sense of belonging to Hindus.	Diwali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray Mandir
	Has Christmas lost its true meaning?	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to tell you what Christmas means to Christians and what it means to me.	Advent Incarnation
	Could Jesus heal people?	I can explain one Christian viewpoint about one of Jesus' healing miracles.	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can start to say whether I believe Jesus actually healed people or not.	Miracle
	What is 'good' about Good Friday?	I can start to tell you why Christians believe Jesus' death is important.	I can suggest how a person may rescue/help others who are in difficult situations.	Jesus Palm Sunday

			I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas
	How can Brahman be everywhere and in everything?	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	I can explain some of the different roles I play whilst still being me. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent
	Would visiting the River Ganges feel special to a non-Hindu?	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	Ganga Varanasi Brahman Pilgrimage
Year 4 Christianity Buddhism Humanism	Is it possible for everyone to be happy?	I can remember aspects of the Buddha's life story. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. I can explain how Buddhists believe they can find happiness by following the 8-fold path	I can start to show an understanding of why many people think it is difficult to be happy all of the time. I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.	Buddha Buddhism Siddhartha Gotama challenge prince Bodhi tree change image Bodhgaya
	What is the most significant part of the Nativity story for Christians today?	I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.	Frankincense Myrrh Christingle

			I can ask questions about what Christmas means to Christians and compare this with what it means to me.	
	Can the Buddha's teachings make the world a better place?	I can explain the 8-fold path (Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living).and the 3 universal truths and their impact on beliefs.	I can begin to empathise with Buddha's teachings, Right Speech and suffering.	Pilgrimage Mudra Meditation Holy Suffering Angulimala Truth Enlightened Meditate Wesak / Vesak
	Is forgiveness always possible for Christians?	I can describe what a Christian might learn about forgiveness from a Biblical text.	I can talk about what sort of help I might need to show forgiveness. I can show an understanding of how Christians believe God can help them show forgiveness.	The Lord's Prayer The Last Supper Peter
	How could Humanists lead good lives?	I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy.	I can tell you how I demonstrate my empathy for other people. I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.	Humanist Atheist Agnostic
	Do people need to go to church to show they are Christians?	I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.	I can explain some of the feelings my special place gives me and suggest why that is. I can start to understand the impact a Christian's special place has on him/her.	Church Baptism John the Baptist Eucharist/Holy Communion
Year 5 Christianity Hinduism	What is the best way for a Hindu to show commitment to God?	I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.	I can show an understanding of why people show commitment in different ways. I can express why I think Hindus might choose different ways to show commitment to God.	Puja Tray Mantra Brahman Vedas Purusharthas Dharma Karma

	Is the Christmas story true?	I can start to explain the Christian belief that Jesus was the Incarnation of God.	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	Advent Incarnation
	How can Brahman be everywhere and in everything?	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	<p>I can describe some of the characteristics that make me me even when I am playing different roles.</p> <p>I can express my understanding of how Brahman can/cannot be in everything</p>	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Atman Krishna Avatar Chadogya Upanishad
	How significant is it for Christians to believe God intended Jesus to die?	I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	Holy Week Pilate Herod Mount of Olives Garden of Gethsemane
	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.	<p>I can start to express my own views about life after death.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>	Karma Samsara Moksha Bhagavad Gita Upanishads Atman Sadhu
	What is the best way for a Christian to show commitment to God?	I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	Ten Commandments Confirmation Lord's Prayer

Year 6 Christianity Islam	What is the best way for a Muslim to show commitment to God?	I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.	I can show an understanding of why people show commitment in different ways. I can think of some ways of showing commitment to God that would be better than others for Muslims.	Five Pillars Zakah Sawm Qu'ran Hajj
	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can explain that people may celebrate Christmas in different ways.	Incarnation Crib Carols
	Is anything ever eternal?	I can make links between different Christian beliefs and their views on whether anything is ever eternal.	I can express the feelings I have when I think about situations or things I would like to last forever. I can reflect on my own beliefs about whether anything is eternal.	Agape Ten Commandments
	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.	I can explain how the influence people have had on me has affected what I see as important. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD Ten Commandments
	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah
	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2	I can explain two different Muslim interpretations of Jihad.	I can give examples of times when I misinterpreted something. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.	

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Community	AUT 2 Understands that different people have different beliefs, attitudes, customs and traditions, and the importance of treating them with respect.	AUT 1 Starts to show understanding that Jesus is special to Christians and can express why.	SPRING 1 Know a story about Abraham or Moses and say why one of these men is important to Jews today.	AUT 1 Knows three important actions to support a group they belong to. AUT 1 Can say why Diwali might bring a sense of belonging to Hindus.	AUT 2 Knows some special places to Christians and explains their meaning - churches, cathedrals and abbeys.	SPRING 1 Makes links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	AUT 1 Knows that Akhirah influences Muslims to do their best to lead good lives.
Traditions and Symbols	AUT 2 Knows what Christians celebrate at Christmas. SPRING 2 Knows what Christians celebrate at Easter.	AUT 2 Remembers Christian stories and talks about them. SPRING 2 Recalls parts of the Easter story and recognises some symbols in the story.	SUM 2 Can explain some Jewish practices and make links to Christian practices.	AUT 2 Expresses personal significance of Christmas and can discuss whether this involves giving and receiving gifts. AUT 2 Knows the personal meaning of Christmas and what it means to Christians.	AUT 2 Knows that Christmas is a Christian tradition. Is able to describe Christian symbolism.	AUT 2 Starts to explain the Christian belief that Jesus was the Incarnation of God.	AUT 1 Knows that different practices enable Muslims to show their commitment to God and understands that some of these will be more significant to some Muslims than others. AUT 1 Knows ways of showing commitment to God that

		<p>SUM 1</p> <p>Can use the right names for things that are special to</p> <p>Jewish people during Shabbat and explain why.</p>		<p>SUM 2 Can explain why water is important.</p> <p>SUM 2</p> <p>Can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p>		<p>would be better than others for Muslims.</p> <p>AUT 2</p> <p>Can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>AUT 2</p> <p>Can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>
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Faith and Worship	<p>AUT 2</p> <p>Can talk about different cultures.</p>	<p>AUT 1</p> <p>Remembers the Christian Creation story and talks about it.</p> <p>AUT 1</p> <p>Expresses an opinion about the Christian belief about creation.</p> <p>SUM 1</p> <p>Can start to make a connection between being Jewish and decisions about behaviour.</p>	<p>AUT 2</p> <p>Remembers the Christmas story and starts to explain that Christians believe Jesus was a gift from God.</p> <p>SPRING 2</p> <p>Can recall what Christians believe happened on Easter Sunday.</p> <p>SPRING 2</p> <p>Can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer their</p>	<p>SPRING 2 Explains the Christian belief of incarnation and why God gave Jesus to the world.</p> <p>SPRING 1</p> <p>Explains one Christian viewpoint about one of Jesus' healing miracles.</p>	<p>AUT 1</p> <p>Knows how the aspects of the 8 fold path help Buddhists know how to lead a good life.</p> <p>AUT 2</p> <p>Knows that Christians use churches to worship and participate in important ceremonies.</p>	<p>AUT 1</p> <p>Knows that Hindu rituals happen at/in the River Ganges and explains why this is important and significant to the Hindus taking part in it.</p> <p>SUM 1</p> <p>Can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p>	<p>SUM 1/SUM 2</p> <p>Understands that different practices enable Muslims to show their commitment to God and understands that some of these will be more significant to some Muslims than others.</p>
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			opinion.				
Values, Morals and Ethics	AUT 2 Accepts the differences between themselves and others.	SPRING 1 Can say how Christians show different values and how God helps them do this.	SUM 2 Begins to explain how commitment can be hard. AUT 1 Can describe how it would feel to reach a goal.	SUM 1 Explains some of the different roles they play whilst still being themselves. SUM 1 Suggests personal ways to help others in difficult situations.	SPRING 2 Knows the meaning of empathy (the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation). SPRING 2 Knows the meaning of forgiveness (to stop being angry with someone who has done something wrong).	SUM 2 Gives an example of someone with a strong sense of purpose for their life and can express their opinions on this.	SUM 1/SUM 2 Understands why people show commitment in different ways. SPRING 2 Can give examples of times when one's own choices have been influenced and may have changed when considering the consequences that might follow.

Spirituality	AUT 2	SUM 1	SPRING 2	SUM 2	SPRING 1	SPRING 2	AUT 2
	Knows a special time for others of a different culture.	Can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. SPRING 2 Expresses an opinion about different Christian beliefs.	Can say what they believe happens to you when you die and tell you how they remember people close to me. SUM 2 Knows the meaning of commitment (a promise or firm decision to do something).	Empathises with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	Can identify and express thoughts about some Hindu beliefs about Brahman and Gods whilst showing respect to Hindus.	Starts to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. SUM 1 Can start to express my own views about life after death. SUM 1 Can express my own views about Hindu beliefs and whether they make sense to me or not.	Starts to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. SPRING 1 Makes links between different Christian beliefs and their views on whether anything is ever eternal.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		What is		What is Easter?		

		Christmas? How do people celebrate?				
Year 1	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 2	Is it possible to be kind to everyone all the time?	Why do Christians believe God gave Jesus to the world?	How important is it for Jewish people to do what God asks them to do?	How important is it to Christians that Jesus came back to life after his crucifixion?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
Year 3	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people?	What is good about Good Friday?	How can Brahman be everywhere and in everything?	Would visiting the River Ganges feel special to a non Hindu?
Year 4	Is it possible for everyone to be happy?	What is the most significant part of the nativity story for Christmas today?	Can the Buddha's teaching make the world a better place?	Is forgiveness always possible for Christians?	How could Humanists lead good lives?	Do people need to go to church to show they are Christians?
Year 5	What is the best way for a Hindu to show commitment to God?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to	Do beliefs in Karma, Samsara and Moksha help Hindus lead good	What is the best way for a Christian to show commitment to

				die?	lives?	God?
Year 6	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives (part 1)?	Does belief in Akhirah (life after death) help Muslims lead good lives (part 2)?