**RE based on Oxford Diocese syllabus**

| **PHASE** | **Cycle Year** | **UNDERSTANDING THE CHRISTIAN FAITH** | **UNDERSTANDING OTHER FAITHS** |
| --- | --- | --- | --- |
| Rec/ Y1/Y2 | A | **Grow in Grace and Knowledge of Jesus** | **Hinduism** |
| Does creation help people understand God?* Making and creating: the difference
* The Creation Story
* Evaluating our feelings about creation
* Reflecting on humans’ role looking after creation

Should everyone follow Jesus?* Sorts of leaders
* Jesus’ entry into Jerusalem
* The Good Samaritan
* Evaluating the message of the Good Samaritan
* Reflection- what would make me follow?

Do we need shared special places? (adapted from Jewish unit)* 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?
 | What’s it like to be a Hindu?* Who are Hindus?
* Hindus: Many gods: One God
* Hindu gods and goddesses
* Worship
* Holi
* Reflecting on Hindu family life

Is light a good symbol for celebration?* Symbols of light and dark
* Rama and Sita
* Diwali
* Comparing the festival of Diwali with Holi
* Reflections on festivals we enjoy
 |
| B | **Grow in Grace and Knowledge of Jesus** | **Judaism** |
| Who should you follow?* What makes a good leader?
* Moses
* Joshua
* Our vicar
* Evaluating- do we need leaders?
* Reflection- write an advert for a class leader

Do religious symbols mean the same to everyone* 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

How should the church celebrate Easter?* Crosses and the design of churches
* Baptism
* Mothering Sunday
* Lent
* The Easter Story
* Interviewing Christians about Easter
* Reflection: Design an Easter Egg
 | Are some stories more important than others?* 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

Can stories change people?* 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 | **Grow in Grace and Knowledge of Jesus** | **Judaism** |
| Is everybody special?* 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

Should we celebrate Harvest or Christmas?* Celebrating and giving thanks
* Harvest
* Sukot as a comparison
* Christmas
* Which one is more important Harvest or Christmas?
* Planning a festival

Is it important to celebrate the New Year?* 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
 | What’s it like to be a Jew?* What we remember about Judaism
* Main beliefs
* Sacred writings
* The synagogue
* The story of the first Passover
* Passover: Pesach
* Reflecting on learning

How should you spend the weekend?* Our beliefs on the weekend
* Exploring Shabbat
* Evaluating the rules of Shabbat
* Rules for our weekends
 |
| Year 3/4 | A | **Grow in Grace and Knowledge of Jesus** | **Hinduism and Islam** |
|  |  | Is light a good symbol for celebration?* 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

Does Jesus have authority for everyone?* 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

Does taking bread and wine show someone is a Christian?* Recap Passover
* The Last Supper
* Experience a communion
* Experience a baptism
* Compare the 2
* Reflections on what makes a Christian
 | Are Hindu children free to choose how to live?* What we remember about Hinduism
* Rules- imagine a life without them!
* 5 daily duties
* Dharma
* Karma
* Evaluating Hindu duties
* Reflections on Hindu family expectations

God and pilgrimages* Our beliefs about God
* Allah
* 5 pillars of Islam
* Wudu, prayer and worship
* Sawm
* Special journeys
* Pilgrimages
* Hajj
* Evaluating pilgrimages
* Reflections on God and pilgrmages
 |
| B | **Grow in Grace and Knowledge of Jesus** | **Hinduism and Judaism** |
| Does the Christmas narrative need Mary?* 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

Did Jesus really do miracles?* What is a miracle?
* Jesus’ miracles
* Belief and faith
* Evaluating witnesses’ views on the miracles
* Our own views on miracles

Does prayer change things?* 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
 | Are Jewish children free to choose how to live?* 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

Do murtis help Hindus understand God?* 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
 |
| Year 5/6 | A | **Grow in Grace and Knowledge of Jesus** | **Humanism and all faiths** |
| Does it matter what we believe about creation?* 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

Does God communicate with humans?* 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?

Are saints encouraging role models?* 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?

Archbishop of York Award Programme* 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
 | Can we know what God is like?* 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** |
|  |  | What is best for our world? Does religion help people decide?* Helpful people
* Acts of the Apostles
* St Paul’s letters
* Charity
* The impact of religion on our world
* How would I make a difference?

Is “God made man” a good way to understand the Christmas Story?* 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

Is the resurrection important to Christians?* 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

Archbishop of York Award Programme* 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
 | Do Sikhs need the Guru Granth Sahib?* Sacred books- The Bible
* Sacred books- The Koran
* Sacred books- The Torah
* Who are Skihs?
* Core beliefs of Skihs
* Sacred books- The Guru Granth Sahib
* How the book is used by Skihs
* Comparing sacred texts
* Books that are special to us

Does the community of the Gurdwara help Skihs lead better lives?* 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 | KS3 | -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.

|  |  | **HALF-TERMLY BLOCKS** | **THROUGHOUT** |
| --- | --- | --- | --- |
| **PHASE** | **Cycle Year** | **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)** |
| Rec/ Y1/Y2 | A | Making friends and Getting Along (Y1)* Friends
* Kindness
* Getting along, sharing and turn-taking
* Difference between falling out and bullying
 | Our special people (Y1)* My special people
* How our special people care for us
* Keeping safe
 | Online Safety* Safe logins
* My work area
* Purple Mash Topics
* Purple Mash tools

Financial Education through Stogursey Adventurers* Spending and saving
* Money choices
 | Choosing, introducing diversity* Choose what I like (You choose)
* All families are different (The Family Book)
* Know I belong and can be different (All are welcome)
 |
| B | What makes a happy friendship? (Y2)* Happy friendships
* Personal boundaries
* Worries
* Difference between falling out and bullying
 | Special people in our communities (Y2)* Community helpers
* When we need help
* Our communities and groups
 | Online Safety* Safe logins (Y1)
* Searching and sharing
* Email using 2respond
* Digital Footprint

Financial Education through Stogursey Adventurers* Spending and saving
* Money choices
 | Friendships, introducing diversity* 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 | Online Safety* Safe logins (Y1)
* Searching and sharing
* Email using 2respond
* Digital Footprint

Financial Education through Stogursey Adventurers* Spending and saving
* Money choices
 | Self-esteem, introducing diversity* 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)
 |
| Year 3/4 | A | Being a good friend (Y3)* What makes a good friend?
* Personal space
* Resilience
* Difference between falling out and bullying
 | Responsibility and boundaries (Y3)* Being responsible
* Responsibility and personal space
* Caring and empathy
* Making an emergency call (not in scheme)
 | Online Safety* Safety in numbers?
* Fact or fiction?
* Appropriate Content and Ratings

Financial Education through Stogursey Adventurers* Role of money in our lives- career pathways
* Managing money
* Resource allocation
 | Types of relationships, ageism, stereotyping, safety, gender identity* 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 | Solving friendship difficulties (Y4)* Qualities of a good friend
* Solving friendship difficulties
* Personal boundaries and permission
* Difference between falling out and bullying
 | Rights and responsibilities (Y4)* Our rights, our responsibilities
* THE UN Convention on the Rights of the Child
* Family roles and responsibilities
 | Online Safety* Phishing
* Be malaware
* Healthy screen-time

Financial Education through Stogursey Adventurers* Role of money in our lives- job discrimination
* Managing money
* Resource allocation
 | Inclusion and acceptance of difference* 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)
 |
| Year 5/6 | A | Changing friendships (Y5)* Identity
* Peer pressure
* Emotional health and wellbeing
* Difference between falling out and bullying
 | Caring in the Community (Year 5 only)* Changing needs
* Feeling lonely
* Why volunteer?

Responsible behaviour as we get older (Year 6 only)* Taking care of myself
* Archbishop of York Award (See RE)
* Transition to Secondary School
 | Online Safety* SAMRT crew video
* Responsibilities and support when online
* Reliability

Financial Education through Stogursey Adventurers* Basic First Aid and getting help
* Recap previous learning
* Enterprise skills- managing risk
 | Sexuality, Race, Gender Identity, free speech* 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 | Relationships and feelings (Y6)* Personal safety
* Relationships and change
* Wider emotions
* Difference between falling out and bullying
 | Caring in the Community (Year 5 only)* Changing needs
* Feeling lonely
* Why volunteer?

Responsible behaviour as we get older (Year 6 only)* Taking care of myself
* Archbishop of York Award (See RE)
* Transition to Secondary School
 | Online Safety* Message in a game
* Online behaviour
* Screen-time

Financial Education through Stogursey Adventurers* Recap previous learning
* Enterprise skills- managing risk
 | Revisit Rights and Responsibilities, Disabilities, LGBT, race* 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)
 |
| Sec School | 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. |

| **RESPONDING TO WORLD TRAUMAS (Bespoke)** |
| --- |
| YR/1/2- Use the wellbeing and worship programme (age-appropriate) |
|
|
| Y ¾- Use the wellbeing and worship programme (age-appropriate) |
|
| Y5/6 - Responding productively to World Traumas- repeated in Year A if no world trauma in Year B* 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)
 |
|

| **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 | Amazing bodies (Y1)* My amazing body
* Private body parts (introducing correct terminology)
* NSPCC lesson
* Looking after our bodies
 | Growing and Changing (Y1)* Animal babies
* How have we changed?
* A future me
 |
| B | Staying healthy and safe (Y2)* Healthy feelings
* Staying safe at home
* NSPCC lesson
* Feeling poorly
 | Growing up and setting goals (Y2)* When I am older
* Looking at the changes ahead
* Goals
 |
|  | C | Revisit any from above | Revisit any from above |
| Year 3/4 | A | Sleep, food and hygiene (Y3 or altogether if needed)* The power of sleep
* Making healthy food choices
* Germs!
* NSPCC lesson

YEAR 4 ONLY- Valuing our bodies and minds (Y5)* Valuing ourselves
* Alcohol, tobacco and drugs
* Keeping well
* NSPCC lesson
 | Coping with feelings when things change (Y3)* New changes
* Feeling sad and showing empathy
* Happiness

Puberty and hygiene (Y4 only)* What is puberty?
* Understanding periods
* Keeping clean as we grow and change
 |
|  | B | Sleep, food and hygiene (Y3 or altogether if needed)* The power of sleep
* Making healthy food choices
* Germs!
* NSPCC lesson

YEAR 4 ONLY- Valuing our bodies and minds (Y5)* Valuing ourselves
* Alcohol, tobacco and drugs
* Keeping well
* NSPCC lesson
 | Coping with feelings when things change (Y3)* New changes
* Feeling sad and showing empathy
* Happiness

Puberty and hygiene (Y4 only)* What is puberty?
* Understanding periods
* Keeping clean as we grow and change
 |
| Year 5/6 | 5/6 | Influences and personal choices (Y4)* Healthy influences
* Making healthy choices
* Dealing with feelings
* NSPCC lesson
 | Puberty and emotions (Year 5 only)* Puberty
* Puberty and emotions
* Emotional changes: managing well

Coping with emotional effects of life changes/ **Sex Education** (Year 6 only)* 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 | Being the best me (Y6)* Being the best me
* Social media and our wellbeing
* Taking care of our mental health
 | Puberty and emotions (Year 5 only)* Puberty
* Puberty and emotions
* Emotional changes: managing well

Coping with emotional effects of life changes/ **Sex Education** (Year 6 only)* 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. |

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