**RE based on Oxford Diocese syllabus**

| **PHASE** | **Cycle Year** | **UNDERSTANDING THE CHRISTIAN FAITH** | **UNDERSTANDING OTHER FAITHS** |
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| 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** |
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| **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)** |
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| YR/1/2- Use the wellbeing and worship programme (age-appropriate) |
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| Y ¾- Use the wellbeing and worship programme (age-appropriate) |
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| 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) |
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| **PHASE** | **Cycle Year** | **HEALTHY BODIES, HEALTHY MINDS**  **(DISCOVERY)** | **COPING WITH CHANGE \*\*To be approved in 2022/23**  **(DISCOVERY) Second Half of Summer Term only** |
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| 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