

## Hollinswood Primary School and Nursery RE Autumn 1 Medium Term Plan

	Substantive knowledge – the stuff of RE	Disciplinary knowledge – how RE is studied	Vocabulary	Big Question and Linked Text
<p><b>EYFS</b></p> <p><b>Enquiry: What makes people special to me and others?</b></p> <p><b>Theme: Special People</b></p> <p><b>Concepts:</b></p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p><b>I know:</b></p> <p>My Family is special to me.</p> <p>What makes us unique.</p> <p>It is ok to all be special for different reasons.</p> <p>Who could be a role model.</p> <p>How we should behave and treat others</p> <p>How to discuss rules that the children know at school and at home.</p> <p>God wants us to keep trying to keep the rules and promises to help them.</p> <p>I know who Jesus is and that he is special to Christians</p>	<p><b>I know:</b></p> <p>The rules we follow. I can explain in my own words what would happen if we had no rules and how do rules help us live together?</p> <p>That Jews use the Ten Commandments as their rules for living</p> <p>How to explain that Jesus is special in my own words</p> <p>Christians believe Jesus is God's son.</p> <p>That Jesus is seen as the role model for Christians</p> <p>We can learn how to behave and treat others through listening to religious stories.</p>	<p>Christianity</p> <p>Family</p> <p>Friends</p> <p>Role Models</p> <p>Jesus</p>	<p><b>Enquiry Question: What makes people special?</b></p> <p>Who am I? (<i>Agreed syllabus link.</i>)</p> <p>All texts necessary can be found in the enquiry resources tab.</p> <hr/> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>All resources/background information available online:  <a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a></p>

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<p><b>Year 1</b></p> <p><b>What do Christians believe about God</b></p> <p><b>Theme:</b> Creation, God the Father as an introduction to the Trinity.</p> <p><b>Concepts:</b></p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p><b>I know:</b></p> <p>That Christians respect the work of a creator.</p> <p>I can retell the Christian Creation story.</p> <p>I can tell you how Christians think God wants them to behave (towards the world).</p> <p>How to say some ways Christians believe God wants them to behave (towards others).</p> <p>I can say how it felt to take care of something or somebody.</p>	<p><b>I know:</b></p> <p>How to express an opinion about some Christian beliefs about God</p> <p>How to say how it feels to take care of the world or somebody</p> <p>How to remember some Christian beliefs about God and talk about them.</p> <p><b>I know how to:</b></p> <p>apply this knowledge to the enquiry question</p>	<p>create creation creator proud protective respect Bible Christian Christianity God harvest sacred agape precious</p>	<p><b>Enquiry Question:</b> What do Christians believe about God?</p> <p><i>What do religious people believe in about God? (Agreed syllabus link.)</i></p> <p>All texts necessary can be found in the Enquiry resources tab.</p> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>All resources/background information available online: <a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a></p>

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<p><b>Year 2</b></p> <p><b>Is it possible to be kind to everyone all of the time?</b></p> <p><b>Theme: Jesus's example as the Son of God</b></p> <p><b>Concepts:</b></p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p><b>I know:</b></p> <p>How to tell you how I could be kind to others even if it is difficult.</p> <p>How to recall parts of a story where Jesus spoke about kindness.</p> <p>How to talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular.</p> <p>I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down.</p> <p>How to tell you when I have been kind to others even when it was difficult.</p> <p>How to re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p>	<p><b>I know:</b></p> <p>How to say if I think Christians think they should be kind and give a reason.</p> <p>How to say why kindness is important and think of ways to show kindness.</p> <p><b>I know how to:</b></p> <p>apply this knowledge to the enquiry question</p>	<p>kind/kindness</p> <p>difficult</p> <p>Jews</p> <p>Samaritan</p> <p>gospel</p> <p>Zaccheus</p> <p>parables</p> <p>tax collector</p> <p>unpopular</p> <p>disciples</p> <p>Galilee</p> <p>gospel</p> <p>Peter</p> <p>acrostic</p>	<p><b>Enquiry Question: Is it possible to be kind to everyone all of the time?</b></p> <p><i>Why is respect important? (Agreed syllabus link).</i></p> <p>All texts necessary can be found in the Enquiry resources tab.</p> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>All resources/background information available online: <a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a></p>

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<p><b>Year 3</b></p> <p><b>Enquiry:</b> Is Shabbat important to Jewish children? (Enquiry 2)</p> <p><b>Theme:</b> Shabbat.</p> <p><b>Concepts:</b> religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p><b>I know:</b></p> <p>about my favourite day of the week and I say why it is special.</p> <p>the creation story and how it relates to the Sabbath.</p> <p>how to explain how Shabbat is celebrated.</p> <p>why a Jewish family might go to a synagogue to celebrate Shabbat.</p> <p>what happens on Shabbat.</p> <p>what day might be special to me and explain what I might do on that day and whom I might spend it with.</p> <p>why having a regular time of peace or rest might be good for me and others and I can explain this.</p>	<p><b>I know:</b></p> <p>how to explain my own beliefs and practices respectfully in my own words</p> <p><b>I know how to:</b></p> <p>apply this knowledge to the enquiry question</p>	<p>priority</p> <p>routine</p> <p>sacrifice</p> <p>creation</p> <p>sabbath</p> <p>commandment</p> <p>Shabbat</p> <p>Torah</p> <p>Blessings</p> <p>Challah bread</p> <p>Torah</p> <p>Shabbat</p> <p>candle</p> <p>Kiddush cup</p> <p>Wine</p> <p>Rabbi</p> <p>Blessing</p> <p>Challah bread</p> <p>candles</p> <p>Kiddush</p> <p>prayer</p> <p>Kippah</p> <p>Havdalah</p> <p>Spice box</p> <p>Havdalah</p> <p>Candle</p> <p>Rest</p> <p>Shalom</p>	<p><b>Enquiry Question:</b> Is Shabbat important to Jewish children?</p> <p><i>What religious symbols do people use?(Agreed Syllabus link)</i></p> <p>All texts necessary can be found in the Enquiry resources tab.</p> <hr/> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>All resources/background information available online:  <a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a></p>

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<p><b>Year 4</b></p> <p><b>Enquiry:</b> Does visiting the synagogue help Jewish children feel closer to God? (Age 5-7 Enquiry 3)</p> <p><b>Theme: Prayer and Worship</b></p> <p><b>Concepts:</b></p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p><b>I know:</b></p> <p>my favourite place and say why it is special to me</p> <p>Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue.</p> <p>about the Jewish Holy Book and explain how it is used.</p> <p>about special clothing Jews wear when visiting the synagogue.</p> <p>how to explain feelings when I visit a place that is special to me.</p> <p>what happens when Jews visit the synagogue for worship and prayer.</p> <p>how Jewish children may feel closer to God if they visit the synagogue.</p>	<p><b>I know:</b></p> <p>How to think about how the synagogue might give special feelings to Jews and include similar features in a special place I have designed.</p> <p><b>I know how to:</b></p> <p>apply this knowledge to the enquiry question</p> <p>explain the feelings I associate with a special place</p> <p>explain some of my feelings about a special place and suggest why they exist</p>	<p>feelings</p> <p>emotions</p> <p>activities</p> <p>atmosphere</p> <p>appearance</p> <p>Synagogue or Shul</p> <p>Torah</p> <p>Star of David</p> <p>Ark</p> <p>Yad</p> <p>Torah Scrolls</p> <p>Hebrew</p> <p>Bimah</p> <p>Ner tamid</p> <p>Tallit</p> <p>Kippah</p> <p>Rabbi</p> <p>Mezuzah</p> <p>Western</p> <p>Wall/Wailing Wall</p> <p>Jerusalem</p> <p>Temple</p> <p>Reform</p> <p>Orthodox</p> <p>Tanakh</p> <p>Yad</p> <p>Sefer Torah</p> <p>mitzvah</p> <p>sofer</p> <p>mantle</p> <p>Kippur or Kippah or Kippot(plural)</p> <p>Prayer</p> <p>Tallit</p> <p>Prayer shawl</p> <p>Special</p> <p>Community</p> <p>Celebrate</p> <p>Reflect</p>	<p><b>Enquiry Question: Do people need to go to church to show they are Christians?</b></p> <p><i>Why are religious buildings important to believers?? (Agreed Syllabus link)</i></p> <p>All texts necessary can be found in the Enquiry resources tab.</p> <hr/> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>All resources/background information available online:  <a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a></p>

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<p><b>Year 5</b></p> <p><b>Enquiry:</b> What is the best way for a Jew to lead a good life? (Enquiry 1)</p> <p><b>Theme: Beliefs and practices</b></p> <p><b>Concepts:</b></p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p><b>I know:</b></p> <p>about agreements I have made and say why they are important.</p> <p>why Abraham is important to Jewish people and talk about his commitment and trust in God.</p> <p>how Jews can commit to each other through marriage.</p> <p>how Jewish believers try to lead a good life through doing good in the world.</p> <p>some of the ways that Jews choose to live a good life and consider that they do this in different ways.</p>	<p><b>I know:</b></p> <p>How to express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons.</p> <p>How to explain how I choose different ways to live out my understanding of a good life and how I might improve this further.</p> <p>How to give you examples of things I do to live a good life and explain which ones are more or less important to me.</p> <p><b>I know how to:</b></p> <p>apply this knowledge to the enquiry question</p>	<p>Agreement Rules Charter Contract Relationship Trust commitment Abraham Isaac sacrifice lamb wedding marriage ceremony commitment promise Shabbat (c)huppah kippah vows sincerity ketubah Mitzvoth/good deeds Mitzvah Day Tikkun olam/repair of the world Tu B'Shevat /planting of trees synagogue The 10 commandments Worship (at home or at the synagogue) Shabbat (candles and challah bread) Torah Tu B'Shevat Mitzvah day /helping people or donating Ketubah or wedding rings Abraham and Isaac action agreement contract promises public values</p>	<p><b>Enquiry:</b> What is the best way for a Jew to lead a good life?</p> <p><i>How can some religious leaders be seen as inspiring?</i></p> <p>All texts necessary can be found in the Enquiry resources tab.</p> <hr/> <p><b>Resources/staff subject knowledge:</b></p> <p>All resources/background information available online: <a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a></p>

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<p><b>Year 6</b></p> <p><b>Enquiry:</b> How do Jewish beliefs, teachings and stories impact on daily life? (Ages 7-9 Enquiry 2)</p> <p><b>Theme: Belief into action</b></p> <p><b>Concepts:</b></p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p><b>I know:</b></p> <p>Why I would choose to eat certain foods and share who helps me make my food choices.</p> <p>About some of the foods Jews would choose to eat or not eat if they keep kosher.</p> <p>The story of Passover and begin to explain why it is important to Jews today.</p> <p>How Passover is celebrated and why it is important to Jewish people.</p> <p>Why I would choose to follow an instruction not to eat certain foods, whom I would listen to and why.</p> <p>I can describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life</p>	<p><b>I know:</b></p> <p>How to identify how it might feel to keep Kashrut.</p> <p>How some people choose to show respect for those in authority by following the rules.</p> <p><b>I know how to:</b></p> <p>apply this knowledge to the enquiry question</p>	<p>food</p> <p>decision</p> <p>choices</p> <p>halal</p> <p>kosher</p> <p>vegan</p> <p>vegetarian</p> <p>rules</p> <p>Kashrut rules</p> <p>/food laws</p> <p>kosher</p> <p>Torah</p> <p>treif</p> <p>parev</p> <p>mitzvot</p> <p>rules</p> <p>Kashrut rules</p> <p>/food laws</p> <p>Passover</p> <p>Seder meal</p> <p>Seder plate</p> <p>Plagues</p> <p>Pescah</p> <p>unleavened (without yeast)</p> <p>Parsley</p> <p>Karpass</p> <p>Shank bone (Zro'a)</p> <p>Bitter herb (Marror)</p> <p>Charoset</p> <p>Matzah</p> <p>kosher</p> <p>authority</p> <p>respect</p> <p>rights</p> <p>rules</p>	<p><b>Enquiry Question: How do Jewish beliefs, teachings and stories impact on daily life?</b></p> <p><i>How are beliefs about God and the spiritual expressed through the arts?(Agreed syllabus link)</i></p> <p>All texts necessary can be found in the Enquiry resources tab.</p> <hr/> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>All resources/background information available online: <a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a></p>

