

St Oswald's CE Primary RE curriculum LTP 2024-25

'Understanding Christianity' units Leeds Diocese units

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery (discovering) | Harvest festival | Diwali- Sikh Christmas- Christian (link to UC unit) | Chinese New Year | Easter- Christian (Link to UC unit) | Eid- Islam | Creation- (link to UC unit) |
| | <p align="center"><i>Understanding of the World educational programme (taken from the EYFS Framework 2020)</i></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>EYFS development matters (3–4-year-olds) statements that link to RE:</p> <p align="center">Communication and Language</p> <ul style="list-style-type: none"> To enjoy listening to longer stories and remember much of what's happened. To understand a why question <p align="center">Understanding the world</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. | | | | | |
| Reception (discovering) | F1: Why is the word of 'God' so important to Christians? CREATION | F2 Why do Christians perform nativity plays at Christmas? INCARNATION | F4: Being Special: Where do we belong? (Thematic including secular viewpoints) | F3 Why do Christians put a cross in an Easter Garden? SALVATION Church link | F5: Which places are special and why? (Thematic including secular viewpoints) | F6: Which stories are special and why? (Thematic including secular viewpoints) |
| | <p>Early learning goals that link to RE are:</p> <p align="center">Communication and Language</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. <p align="center">Understanding the World</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | | | | | |
| Yr1 (Exploring) | 1.2 Who made the world? CREATION CORE | 1.3 Why does Christmas matter to Christians? INCARNATION CORE | 1.6: Who is Jewish and how do they live? | 1.5: Why does Easter matter to Christians? SALVATION | 1.7: Who is Muslim and what do they believe? | 1.8: Who am I? What does it mean to belong? (Thematic including secular viewpoints) |

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| Yr2 (Exploring) | 1.2 Who made the world? CREATION Digging Deeper | 1.3 Why does Christmas matter to Christians? INCARNATION Digging Deeper | 1.9: What makes some places sacred to believers? (Thematic including secular viewpoints) | 1.5: Why does Easter matter to Christians? SALVATION Digging Deeper | 1.10: How should we care for the world and for others, and why does it matter? (Thematic including secular viewpoints) | Inspirational people Natre |
| Yr3 (connecting) | 2a.1 What do Christians learn from the creation story? CREATION CORE | 2a.3 What is the Trinity? INCARNATION Church link CORE | L2.9: What are the deeper meanings of festivals? Focus on Islam (Thematic including secular viewpoints) | 2a.5 Why do Christians call the day Jesus died 'Good Friday'? SALVATION CORE | L2.10: How and why do believers show their commitments during the journey of life? (introduce and focus on other religions and their commitments) (Thematic including secular viewpoints) | Natre unit: 24. How and why are people trying to make the world a better place? |
| Yr4 (connecting) | 2a.1 What do Christians learn from the creation story? CREATION Digging Deeper | 2a.3 What is the Trinity? INCARNATION Church link Digging Deeper | L2.7: What does it mean to be a Hindu in Britain today? | 2a.5 Why do Christians call the day Jesus died 'Good Friday'? SALVATION Digging Deeper | L2.8: What does it mean to be a Sikh in Britain today? | Natre Unit 27 What do Hindus believe God is like? |
| Yr5 (connecting) | 2b.2 Creation and Science: conflicting or complimentary? CREATION CORE | 2b.4 Was Jesus the Messiah? INCARNATION CORE | U2.9: What does it mean for Muslims to follow God? | 2b.6 What did Jesus do to save human beings? SALVATION Church link | U2.10: What does it mean for a Jewish person to follow God? | U2.11 Why do some people believe in God and some people not? (Thematic including secular viewpoints) |
| Yr6 (connecting) | 2b.2 Creation and Science: conflicting or complimentary? CREATION Digging Deeper | 2b.4 Was Jesus the Messiah? INCARNATION Digging Deeper | U2.12 What will make our city/town a more respectful place? (Thematic including secular viewpoints) | 2b.7 What difference does the Resurrection make for Christians? SALVATION | U2.13 Why is pilgrimage important to some religious believers? (Thematic including secular viewpoints) | U2.14 How does religion help people live through good and bad times? (Thematic including secular viewpoints) |