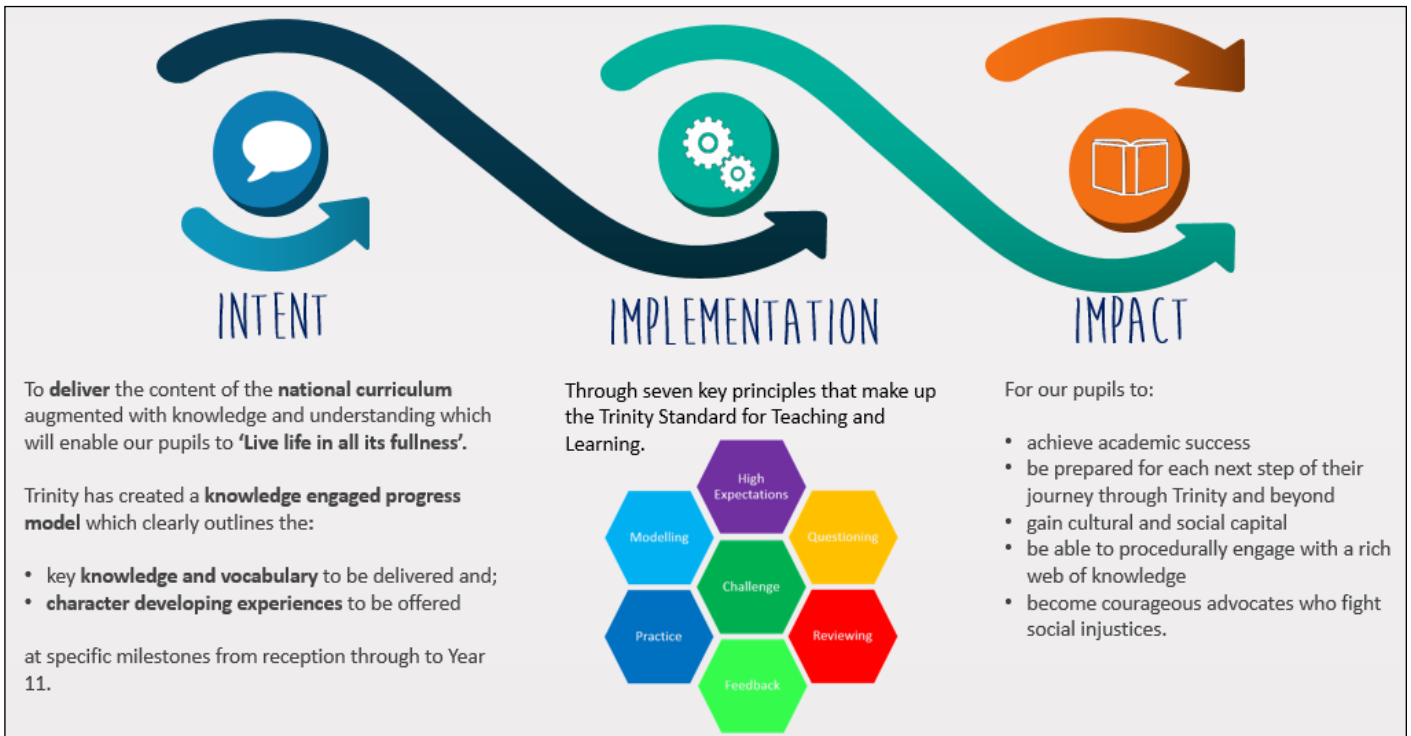


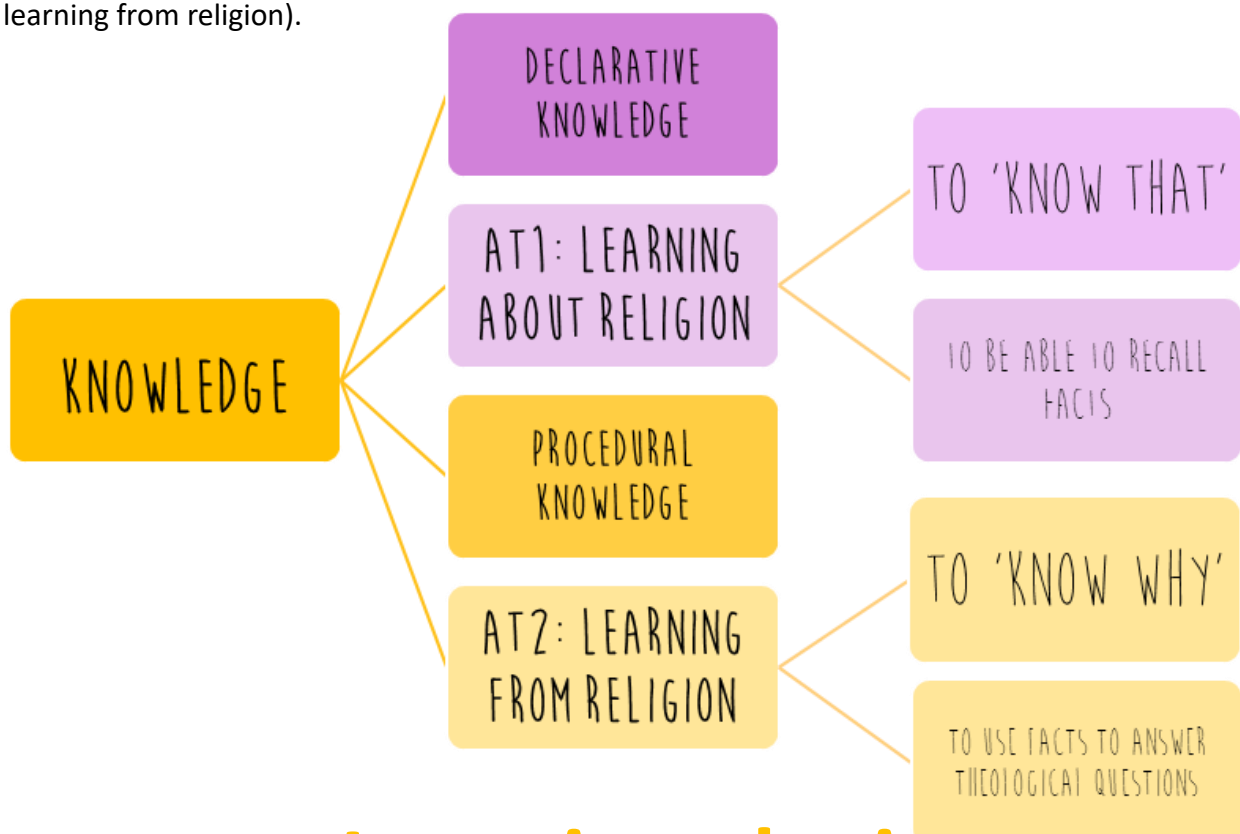


Our curriculum



Knowledge acquisition in religious education

Like our Wider Curriculum, our Religious Education curriculum is built to offer opportunities for two types of knowledge acquisition: declarative (AT1– learning about religion) and procedural knowledge (AT2– learning from religion).



Learning– loving–

Religious Education Assessment Criteria



Year one

There are three age related expectation (ARE) descriptors for each enquiry question:

AT2 Personal	Personal resonance with or reflection on: • The concept/ belief underlying the subject matter of the enquiry • Child's own thought, opinions, belief, empathy
AT1	Knowledge and understanding of the subject matter of that enquiry (subject knowledge)
AT2 impersonal	Skills of evaluation and critical thinking in relation to big enquiry question

Teachers highlight a green, a blue and a red outcome following the assessment task.

Autumn 1: Does God want Christians to look after the world?

Working Towards	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can show some awareness that Christians believe there is a God.
Expected	I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can express an opinion about the Christian belief about creation.

Autumn 2: What gifts might we have given Baby Jesus today?

Working Towards	I can talk about a gift that is special to me. I can remember some of the Christmas story. I can show some awareness that Jesus is special to Christians.
Expected	I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why He is special to them (Incarnation).

Spring 1: Does celebrating Chanukah make Jewish children feel closer to God?

Working Towards	I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah.
Expected	I can write my own card or letter to say thank you. I can explain some of the symbols used at Chanukah and what they mean. I can talk about how a Jewish child might feel about taking part in a Chanukah activity (e.g. playing dreidel, lighting the candles) and if this affects how s\he feels about God.

Spring 2: Why was Jesus welcomed like a celebrity on Palm Sunday?

Working Towards	I can tell you someone who is special to me and talk about them. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.
Expected	I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to

Summer 1: Is Shabbat important to Jewish children?

Working Towards	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. I can tell you something on the special Shabbat table.
Expected	I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to make a connection between being Jewish and decisions about behaviour.

Driver subject Facts: Religious Education

AT1: declarative fact

AT2: 'mini bite-size' question

- | | | |
|---|--|--|
| 1 | The Christian creation story is found in the Old Testament, Genesis Chapter One. | What can we learn about God through the creation story? |
| 2 | Christians believe that God created the world in 7 days. On the 7th day he had a rest. | Can I make connections between the reasons God chose to rest and why I rest today? |
| 3 | Christians engage in a variety of practices that help them to live according to their faith. | Can I justify why I should be thankful for the things that I have? |
| 4 | According to the Bible, Adam and Eve were the first two humans that God made. Unfortunately, they were not obedient and ate forbidden fruit from the Garden of Eden. | Can I justify why Adam and Eve could be seen as disobedient?

Is it always easy for you to do the right thing? |
| 5 | The story of the prodigal son is a parable found in the new testament of the Bible, Luke 15:1-2, 11-32. | What does the story of the prodigal son teach Christians about God's love and forgiveness? |
| 6 | In the story of Noah, God sent a flood to the world because people had stopped being good. | Why is important to be obedient to God? |

Key Topic Vocabulary

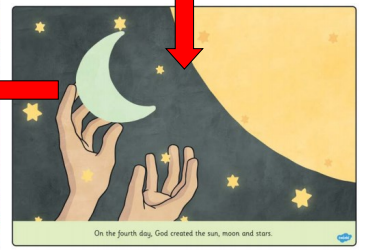
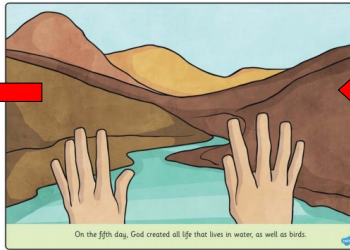
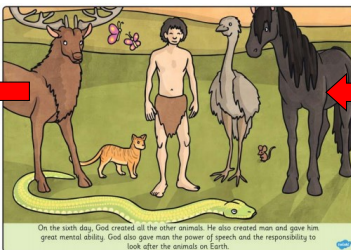
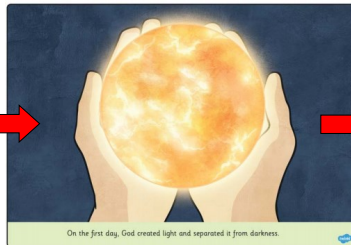
- | | | |
|---|----------------|---|
| 1 | Adam | The first man. |
| 2 | Creation story | The story of how the world was made. This is different for each religion. |
| 3 | Eve | The first woman. |
| 4 | Garden of Eden | The garden God made for Adam and Eve to live in. |
| 5 | Obedient | Following the rules set out by somebody. |
| 6 | Temptation | Considering whether to do something that is wrong. |



Does god want Christians to look after the world?



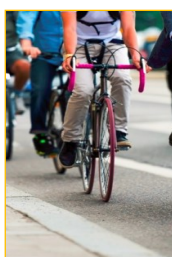
Key texts– The Christian Creation story



Ways people look after the world



Recycling



Reducing use of cars



Saving endangered animals



Growing own food



Littering



Vandalising



Over fishing



Keeping animals in unfair conditions

Ways people are not looking after the world

Driver subject Facts: Religious Education

AT1: declarative fact

AT2: 'mini bite-size' question

- | | |
|--|--|
| 1 The Magi visited baby Jesus 12 days after he was born. This is known as Epiphany. | What does the bible tell us about the gifts that the Magi brought Jesus? |
| 2 King Herod wanted the Magi to tell him where Baby Jesus was, however they all had a dream that warned them not to. | Did Jesus come to save the rich or the poor? |
| 3 In Spain, some Christians celebrate Christmas and Epiphany by giving gifts. | Is Christmas better when we give or receive presents? |
| 4 Christians celebrate Jesus' birth; advent for Christians is a time of getting ready for Jesus' coming. | Can you debate which is the best way for Christians to celebrate the arrival of someone special? |
| 5 On Boxing Day in Jamaica, there are parades with Junkanoo dancers performing a dance that originated from Africa. | Can you identify different perspectives on Christmas celebrations in the UK and Jamaica? |
| 6 In the Gospel of John 8:12, Jesus is described as being the light of the world. | Why is light a symbol for Jesus and what is God trying to tell us through this symbolism? |

Key Topic Vocabulary

- | | |
|---------------------------|---|
| 1 Incarnation | God appearing in the form of a human person. |
| 2 Epiphany (noun) | The moment when you realise something or it is revealed. |
| 3 Epiphany (the festival) | The festival when Christians remember the visit of the Wise Men to Baby Jesus in Bethlehem. |
| 4 Holy | A religious word for special and for being devoted to God. |
| 5 Magi | A name used in the Bible for the Three Wise Men. |
| 6 Symbolism | When something is used to represent something else. |



What gifts might we have given baby Jesus today?



Key texts- The Christmas story

On coming to the house, they saw the child with his mother Mary, and they bowed down and worshiped him.

Then they opened their treasures and presented him with gifts of gold, frankincense and myrrh.

Matthew 2:11

Gifts presented by Magi



Melchior gave gold because it is associated with kings and Jesus was the King of Kings.



Casper gave frankincense because it is used in Churches and showed that people would worship Jesus.

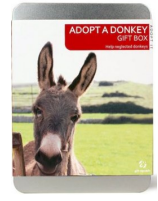


Balthazar gave myrrh because it was used on dead bodies and showed that he will suffer.

Christmas spending in the UK



Modern examples of gifts for baby Jesus



Driver subject Facts: Religious

- 1 Gods/ Prophets/ Believe in one true God.
Important figures: Abraham—Founder of Judaism
Moses—person who freed the Jews from slavery in Egypt.
- 2 Sacred Text: Tenach—which includes the Torah Scrolls—the Old Testament of the Bible
- 3 Place of wor- ship: Synagogue
- 4 Major Festi- vals: Hanukah, Pesach (Passover), Sukkot
- 5 Creation: The same creation story as Christians, found in the Old Testament of the Bible.
- 6 After life: Many Jews believe that they will be punished or rewarded after death for the way in which they have lived their lives, but there is no clear teaching about heaven.

Key Topic Vocabulary

- 1 Rabbi A Jewish leader. The word mean 'professor' or 'master' and their job is to teach about the Torah.
- 2 Kippah A small cloth cap.
- 3 Mezuzah A little case containing a scroll which Jewish families place on doorsteps. The scroll says that Jewish people should love God and follow his rules. Jews often kiss it as they leave or come into a room.
- 4 Kosher Food that follows Jewish law. Jews are not allowed to eat meat mixed with dairy, pork or shell fish.
- 5 Bar mitzvah A special ceremony for a boy (aged 13) to show he is an adult.
- 6 Bat mitzvah A special ceremony for a girl (aged 12) to show she is an adult.



Judaism



Key Diagrams– ten commandments and key vocabulary



Key Diagrams—place of worship

Catford and Bromley United Synagogue

Bimah
A raised platform where most of the service takes place. The Torah readings happen here.

Ark
The Ark is a cupboard in which the Torah scrolls are kept.

Siddur
This is the main prayer book.

Torah Scrolls
The scrolls contain the words of the Hebrew Bible.

The Eternal Light
This hangs above the Ark and is always burning to remind everyone that God is always with them.

Memorial Boards
These are boards full of name plates. Each name plate remembers someone who has died.

Significant symbols

Symbol	Name	Definition	Symbol	Name	Definition
	Star of David	Named after King David of Israel and first used to represent Judaism in the Middle Ages.		Menorah	A nine branched candle holder used to celebrate Hanukkah.

Does celebrating Hanukkah make Jewish children feel closer to God?

Key Text—the Hanukkah story

A long time ago, King Antiochus was unkind. He wanted everyone to worship the Gods he worshipped.



King Antiochus set fire to temples and made people bow down to him.



Judah Maccabee and his brothers decided to fight the King and his army, and they won.



They needed to rebuild their temple. They found enough oil to last for one night.

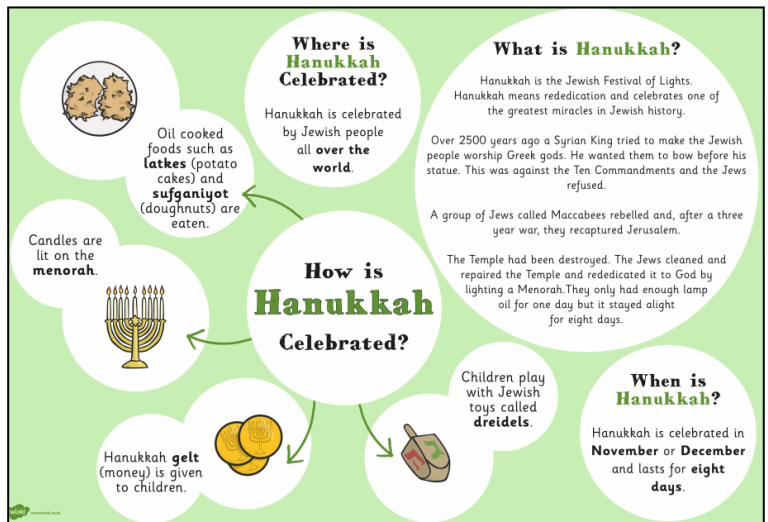


The oil lasted for eight days. It was a miracle! Jewish people celebrate Hanukkah for eight days each year, to remember the Maccabees and the miracle in the temple.

Happy Hanukkah!



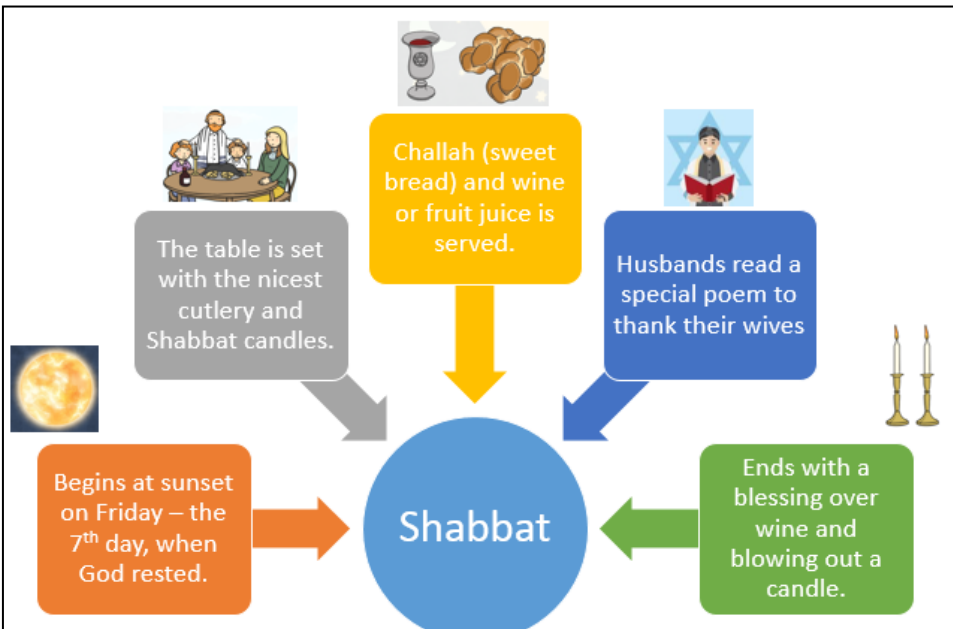
Key vocabulary and facts—celebrating Hanukkah



Judaism



Is Shabbat important to Jew-



Shabbat is a day of rest for Jews. To rest, Jews are **not** allowed to:

Handle money



Cook



Watch



Do the garden-
ing



'Remember the Shabbat day, keep it holy...'

Part of the Ten Commandments

Driver subject Facts: Religious Education

AT1: declarative fact

- 1 Christians celebrate the resurrection of Jesus on Easter Sunday.
- 2 Jesus was going to Jerusalem to celebrate Passover, the Jewish festival.
- 3 Jesus chose to ride a donkey because it is meant to be a symbol of peace and humility.
- 4 When Jesus arrived in Jerusalem, people threw palms on the ground for his donkey to walk on. This is why it is called Palm Sunday.
- 5 When Jesus got to Jerusalem he went to the temple. He saw people using it as a market and threw over the tables.
- 6 At St Swithuns, the congregation are given a palm cross to take home.

AT2: 'mini bite-size' question

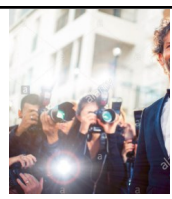
- Using the Bible, what do Christians learn from Jesus and the Easter story?
- What connections can you make between the celebration of Passover and Easter?
- What was the consequence of people believing that Jesus was the Messiah?
- Can you justify why being famous and infamous are not the same thing?
- What different perspectives may people have had of Jesus during Holy Week?
- Is it important for the church of today to celebrate Jesus in the same way as those who followed Jesus on Palm Sunday?

Key Topic Vocabulary

- | | |
|---------------|---|
| 1 Salvation | Being saved from harm or sin and its consequences by God. |
| 2 Holy week | The week leading up to Easter in the Christian church. |
| 3 Messiah | A leader who is expected to save people from a bad situation. |
| 4 Palm cross | A cross made out of palm leaves and given out at church on palm Sunday. |
| 5 Palm Sunday | The Sunday before Easter. It commemorates Jesus' triumphant arrival in Jerusalem. |
| 6 Pilgrimage | A religious journey to a special place. |



Why was Jesus welcomed like a Celebrity on Palm Sunday?



Key texts– Palm Sunday

The next day the great crowd that had come for the Feast heard that Jesus was on his way to Jerusalem,

They took palm branches and went out to meet him, shouting,

"Hosanna!"

"Blessed is he who comes in the name of the Lord!"

"Blessed is the King of Israel!"

John 12:12-13

Key stories from Jesus' life

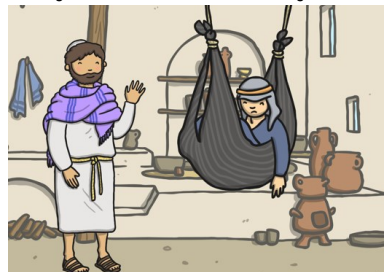
Jesus was famous because:



Turning water into wine at a wedding



Healing the sick



Helping paralysed people to walk

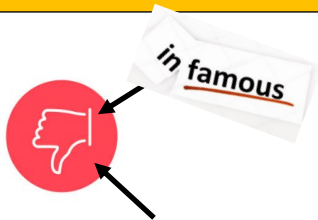


Calming a storm

Was Jesus seen as famous



To be known by lots of people.



To be known for a bad reason.

Key scripture

While he was still speaking, a bright cloud overshadowed them, and behold, a voice out of the cloud said, "This is My beloved Son, with whom I am well-pleased; listen to Him!"

Matthew 17:5



Eucharist at Trinity



Aims

- 1 To know that Christians receive bread at the service of Holy Communion.
- 2 To know that this reminds Christians of how Jesus shared bread with his friends.
- 3 To know how sharing the bread helps Christians be aware of Jesus' presence with them.

Outcomes

- 1 Children will talk about how bread is shared at the service of the Holy Communion.
- 2 Children will begin to understand how sharing of food draws people together.
- 3 Children will begin to understand that the shared bread represents the presence of Jesus.
- 4 Children will begin to understand that Christians are drawn closer to each other and to Jesus at the service of Holy Communion.



We break this bread



Why is bread im-



- Which would you most like to taste?
- Why is bread important to us?

How does food draw us together?



- When do you enjoy a meal with your family?
- What feels special when you share a meal?

Making and breaking bread together

Key scripture

At the last meal Jesus shared with his friends, he broke bread and gave it to them.

As the disciples ate the bread, Jesus said "This is my body, given for you, do this in remembrance of me".

How to Make Bread

Ingredients

- 1.5kg bag plain flour
- 2 sachets dried yeast
- 900ml warm water
- 1 tbsp salt



Method

1. Sieve flour, salt and yeast into a bowl.
2. Add the warm water.
3. Mix together to form a dough.
4. Knead the dough.
5. Leave the dough to rise in a covered bowl.
6. Line a baking tray with baking parchment, roll the dough into a ball and put it into the tin.
7. Bake in an oven at 220°C for 25 to 30 minutes until the loaf is golden brown. It should sound hollow when tapped from underneath.
8. Leave the bread to cool then slice it and enjoy!



Global Neighbours



Aims

- 1 To think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions
- 2 To apply biblical and ethical teaching to matters of poverty, inequality, charity and justice.
- 3 To make decisions about appropriate actions after learning about an issue and critically evaluating options for responding
- 4 To evaluate the effectiveness of the action taken and reflect upon the skills and insights they have gained.

Outcomes

- 1 Children will talk about the impact that plastic waste has on wildlife and the environment.
- 2 Children will begin to show awareness of the implied belief that Christians all have their part to play in building a (school) community that can be enjoyed by all.
- 3 Children will consider the solutions that have been implemented to reduce the impact of plastic waste on the environment and reflect on if they can contribute to this cause.

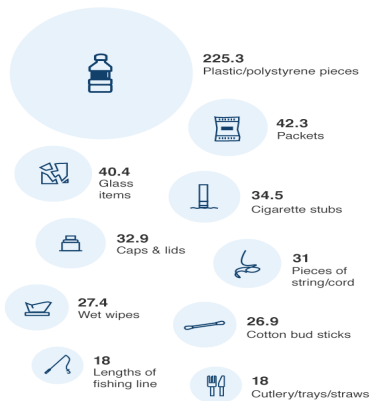


Recycling and pollution



What kind of waste appears on UK beaches?

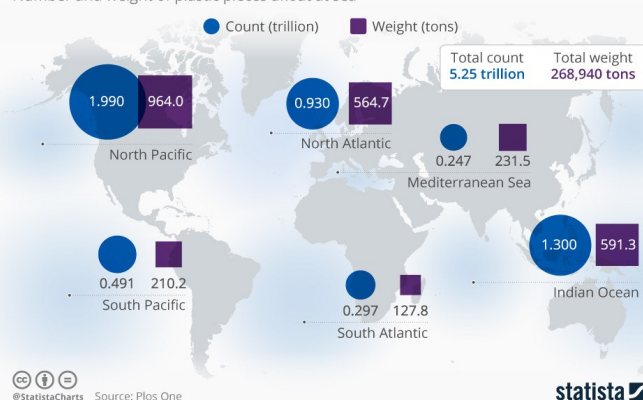
Items found per 100m



Source: Based on a Marine Conservation Society survey of 339 beaches across the UK

The World's Oceans Are Infested With Plastic

Number and weight of plastic pieces afloat at sea



Source: Plos One

Inspiring people



Ella and Amy Meek

Key Organisations



Key scripture

The Lord God took the man and put him in the Garden of Eden to work it and take care of it.

Genesis 2:15

It is a land the Lord your God cares for; the eyes of the Lord your God are continually on it from the beginning of the year to its end.

Deuteronomy 11:12

The earth is the LORD's, and everything in it, the world, and all who live in it.

Psalms 24:1

The Recycling process

