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| **RE**    **Curriculum Coverage**  **EYFS – Cycle B** | | | |
| **Unit of work** | **Summer 1**  **World Religions** | **Summer 2**  **Holy Spirit** |
| **Prior Learning** | * Purpose of buildings * Have you ever been to a church or any other place of worship? | * Have you heard of the words Holy Spirit? When are were have you heard them? |
| **Core Learning** | Key Questions:   * What do different religious buildings look like?   Can I identify some of the main features of sacred places?  Can I say how these are used by the faith community?  Can I identify symbols and recognise their meaning?  Can I respond sensitively to the idea of a special place of their own and its importance? | Key Questions:   * What do Christians say the Holy Spirit is like?   Can I say what the Holy Spirit is like?  Can I retell the story of Pentecost? |
| **Essential knowledge** | People of faith have different places of worship. | Christian Belief Holy Spirit as wind |
| **Vocabulary** | * Church * Mosque * Synagogue | * Holy Spirit * gift * wind; fire; flame * feelings * birthday * Pentecost * church * disciples * Jesus |
| **Personal Development** | Where is your special place? How does it make you feel? | Invite children to place a candle on the cake and say how the Holy Spirit helps them feel. |
| **Quick Quiz** | Can you name the places of worship and who worships there? | Can you retell the main parts of the story?  Why is the Holy Spirit important? |

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| **RE**    **Curriculum Coverage**  **Year 1/2 – Cycle B** | | | | | |
| **Unit of work** | **Summer 1**  **World Religions** | | | **Summer 2**  **Holy Spirit** |
| **Prior Learning** | * Can I identify some of the main features of sacred places? * Can I say how these are used by the faith community? * Can I identify symbols and recognise their meaning? * Can I respond sensitively to the idea of a special place of their own and its importance? | | | * Can I say what the Holy Spirit is like? * Can I retell the story of Pentecost? |
| **Core Learning** | Key Question   * How do Jews show love for God in everyday life?   Can I explain how Shabbat is a very special Jewish meal and describe the main things that take place?  Can describe how this helps Jews keep their promise to G-d every week?   * Why is the escape from Egypt important to Jewish life?   Can I recount the creation story and explain what it teaches about Jews about Shabbat?  Can I recount the Exodus story and explain why it is important and what it teaches Jews about G-d? | | | Key Questions:   * How did the Holy Spirit change the disciples after the Day of Pentecost?   Can I talk about the Holy Spirit and say what happened to the disciples in the Pentecost story?   * What do Christians symbols teach about the Holy Spirit?   Can I identify some symbols that Christians use to represent beliefs about the Holy Spirit?  Can I talk about some things in the Bible that make people ask questions about the Holy Spirit? |
| **Essential knowledge** | Jewish Practice Shabbat; prayer; mezuzah; tefillin  Jewish Teaching Story of the Exodus: Exodus Chapters 5-14 | | | New Testament Pentecost: Acts 2:1-13  Christian Belief Symbols of Holy Spirit: dove, fire and wind |
| **Vocabulary** | * Shabbat Kippah Challah Kiddush Torah mezuzah tefillin * Exodus * Israelites Jews bulrush | | | * Trinity Holy Spirit Wind Pentecost * Symbol represent disciples Christians |
| **Personal Development** | What special times to you have with your family and friends? How does this make you closer? | | | Relate the Holy Spirit to their own lives and ask them how the Holy Spirit might help children at school. |
| **Quick Quiz** | Design a guide to Shabbat showing how the Jews show their love for God in everyday life.  Create posters for the Promised Land with slogans that show why the Exodus is important to Jewish people | | | Talk about the Holy Spirit and say what happened to the disciples in the Pentecost story.  Ask children to design a ‘Wordle’ style piece of art that sums up all they have learnt about the Holy Spirit. |
| **RE**    **Curriculum Coverage**  **Year 3/4– Cycle B** | | | | | |
| **Unit of work** | **Summer 1**  **World Religions** | | **Summer 2**  **Holy Spirit** | |
| **Prior Learning** | * What do you know about Islam?   Can I explain how Shabbat is a very special Jewish meal and describe the main things that take place?  Can describe how this helps Jews keep their promise to G-d every week?  Can I recount the creation story and explain what it teaches about Jews about Shabbat?  Can I recount the Exodus story and explain why it is important and what it teaches Jews about G-d? | | * Can I talk about the Holy Spirit and say what happened to the disciples in the Pentecost story? * Can I identify some symbols that Christians use to represent beliefs about the Holy Spirit? * Can I talk about some things in the Bible that make people ask questions about the Holy Spirit? | |
| **Core Learning** | Key Questions:   * What do Muslims say God is like?   Can I describe what some Muslims believe about God?  Can I make a link between my own ideas about God and those of others?   * Why is Passover important to Jews?   Can I explain some of the symbolic meaning of the Passover meal? Can I explain how freedom and slavery might be important to Jews today? | | Key Questions:   * What does Christian art teach people about the Trinity?   Can I describe three examples where the Holy Spirit is expressed in symbolic form in art?  Can I describe some ideas about who the Holy Spirit is and what the Holy Spirit does?   * How do Christians use words, prayers, songs or hymns to describe ‘three in one’? | |
| **Essential knowledge** | Characteristics of Allah: 99 names  Remembrance of Allah in prayer: using prayer beads (dhikr)  Jewish Practice -Passover | | Christian Belief Celtic cross; Rublev’s Icon; Trefoil & Triangle  Christian Practice Trinitarian Prayers & Hymns  The Grace; 2 Celtic prayers  Ancient Hymn: St Patrick’s Breastplate ‘I bind unto myself today’ | |
| **Vocabulary** | * Allah Qur’an * Passover Exodus Seder freedom slavery hope Israel | | * Icon trefoil and triangle Celtic cross Trinity godhead | |
| **Personal Development** | What is the meaning of your name? What do you like / dislike about your name? | | What songs mean something to you? Why? | |
| **Quick Quiz** | Give a set of statements about the Muslim belief in God and ask the children to decide which are true and which are false giving reasons for their choices.  Write a leaflet that explains the importance of slavery and freedom making reference to both the Passover story and the Seder meal. | | Create a design for the Trinity that shows all you have learnt about the Trinity from different works of art in this unit. | |
| **RE**    **Curriculum Coverage**  **Year 5/6 – Cycle B** | | | | | |
| **Unit of work** | **Summer 1**  **World Religions** | **Summer 2**  **Holy Spirit** | | |
| **Prior Learning** | * Can I describe what some Muslims believe about God? * Can I make a link between my own ideas about God and those of others? | * Can I describe three examples where the Holy Spirit is expressed in symbolic form in art? * Can I describe some ideas about who the Holy Spirit is and what the Holy Spirit does? | | |
| **Core Learning** | Key Questions:   * How do Muslims show community is important in practice? * How does a mosque show that the idea of community is important to Muslims?   Can I explain how a mosque shows that the idea of ‘one’ community is important to Muslims?  Can I link the idea of belief in Allah as ‘one’ (tawhid) with the idea of the oneness in the Muslim community (Umma)?  Can I explain how by following the five pillars Muslims “belong” to the bigger Islamic faith community (Umma)?  Can I suggest the 5 pillars help Muslims know how to live a life pleasing to Allah? | Key Questions:   * What part do Christians believe the Holy Spirit plays in confirmation?   Can I describe the Christian practice of confirmation and suggest how the Holy Spirit might be involved?   * How do Christians believe the Holy Spirit is at work in their lives today?   Can I suggest how and why the Holy Spirit has become an influence in a Christian’s life after the day of Pentecost?  Can I explain briefly how Catholics and Pentecostals think differently about the Holy Spirit work today? | | |
| **Essential knowledge** | Mosque  Muslim Practice- 5 Pillars: Zakah (charity); Salah (prayer); sawm (fasting); Haij (pilgrimage); Shahadah | Christian Practice Confirmation Service Eucharist  Pentecostal practice: speaking in tongues  Catholic practice: words and action eg CAFOD Famous Modern Christians: work of Holy Spirit through their lives | | |
| **Vocabulary** | * Allah * Tawhid (Tahweed) Umma Adhan * Mosque Shahadah * Wudu Salah Sawm Zakah Haij | * confirmation * bishop * candidate * Ascension Pentecost | | |
| **Personal Development** | What does community mean to you?  How can we be part of the community? | Discuss: How might the Holy Spirit be at work in our school? Wider in local area? In the wider World? eg school values; charity work; connection to wider community. Walking tour of school to reflect on the question. Share ideas. | | |
| **Quick Quiz** | Ask groups to choose no more than 5 of the statements below that they think best shows the idea of one community. | Using ideas from the working wall can the children write a diary entry from an early church Christian encouraging them to not give up and let the Holy Spirit help them? How important for Christians today is the work of Holy Spirit?’ | | |