



The Valley Primary School

**Whole School Religious Education and Personal, Social and Health
Education Curriculum 2022-2023.**

RE	Autumn	Spring	Summer
Class One	<p><u>Belonging – Autumn 1</u></p> <p>In this unit, Children will:</p> <ul style="list-style-type: none"> * know what it means to belong to a family by exploring how different families can be made up and the roles taken by each person in a family. *understand who I am and how I belong by exploring our school and class community and my likes and dislikes. *understand what it means to belong to the Christian community by exploring some features, symbols and practices of Christian life. *understand what it means to belong to the Jewish community by exploring some features, symbols and practices of Jewish life. *understand what it means to belong to the Muslim community by exploring some features, symbols and practices of Muslim life. * know how symbols are used in religions by thinking about what symbols mean and how they express a community's way of life. To link this to their own experiences. * understand what it means to belong to the Hindu community by exploring some features. <p><u>Gifts and Giving – Autumn 2</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> * explain what Christmas is. * explain how many Christians celebrate 	<p><u>Caring for Others – Spring 1</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> * explain how people can look after each other. * explain what the festival of Raksha Bandhan represents. * explain the message in the story The Good Samaritan * explain what a langar meal is * explain the message in the story Be My Guest. * understand different points of view <p><u>Easter and Surprises – Spring 2</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> * explain why Palm Sunday is important to Christians. *explain what happened on Maundy Thursday. *explain why the cross is an important symbol for Christians * explain what a surprise is. * explain how the disciples felt on Easter Sunday. * explain how Christians celebrate Easter. 	<p><u>Places of Worship – Summer 1</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> * know what a place of worship is. *discuss key parts of a Jewish synagogue. * discuss key parts of a Hindu mandir * discuss key parts of a Christian church. *discuss why places of worship are important in religions. * use and apply the key parts of a place of worship to a new design. <p><u>Religion and Rituals – Summer 2</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> *understand what a ritual is * discuss what Salat is and why it is important to Muslims. * explore the ritual of puja. * explore what happens during Holy Communion *compare rituals from different religions * discuss and apply some features of religious rituals.

	<p>Christmas.</p> <ul style="list-style-type: none">* explain why gifts can be given at Christmas.* explain what can happen at Eid al-Fitr and why.* explain how many Muslims celebrate Eid al-Fitr.*explain what Zakat is.		
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<p>Class Two</p>	<p><u>What is it like to follow God? – Autumn 1</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> *think about the story of Noah. *consider the qualities that made God choose Noah. *understand covenants *understand the promise God made. *explore the story of Abraham think about how Christians today trust in God's promise. <p><u>Why does Christmas matter to Christians? – Autumn 2</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> *identify incarnation on the big story *recognise that the 4 Gospels tell events differently *know the meaning of John 1 and identify how it relates to The Trinity. *explore the Christian belief in The Trinity *use my knowledge to make suggestions about Christian beliefs. *consider the ideas of God from different points of view *recognise the difference it can make for a Christian to believe in the Trinity *reflect on what the Trinity means and what Christmas is really about for Christians 	<p><u>What do Sikhs believe? – Spring 1</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> * explain who founded Sikhism and where. *explain the main beliefs in Sikhism * explain what makes the Gurdwara a special place for Sikhs. *name and describe some special Sikh festivals. * explain what the Sikh holy book is and how it is used. * name and explain the meanings of Sikh symbols. <p><u>Why does Easter matter to Christians? – Spring 2</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> *know why Jesus was having a 'Passover' meal with the disciples. *know the story of The Last Supper and can explain some of Jesus' words and actions *explain why Jesus washed the disciples feet *make links with what Jesus told the disciples and how this impacts Christians today *know that Christians share Communion/Eucharist to remember Jesus *know the parts of the Eucharist service *recognise some of the symbolism of the Communion *reflect upon the communion and understand how it affects a Christian's life. 	<p><u>What is faith and what difference does it make? – Summer 1</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> *think about Jesus' words to his disciples *consider how Christians show God's love *explore ideas about the world Jesus wanted *look for clues in parables. *think about how Christian charities reflect Jesus' message *reason about Jesus' message. <p><u>Who made the world? – Summer 2</u></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> *consider the creation story and recall what happened. *place the story of creation on the big frieze *recognise the importance of looking after God's world *recognise that Christians believe they are 'Stewards' for God *identify how the Creation story can help guide Christians *place 'The Fall' on the big story timeline *know what happened to Adam and Eve *consider how the story of Adam and Eve affects Christians and how they live their lives. * reflect on the story of Genesis and decide 'What do Christians learn from the Creation story?'
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Class Three

How can following God bring freedom and justice? – Autumn 1

In this unit, children will:

- * Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
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- * Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- * Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- * Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- * Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Christmas and the Bible – Autumn 2

In this unit, children will:

- * Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- * Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- * Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- * Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- * Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.
- * Show how Christians put their beliefs about Jesus' Incarnation into practice in different

What does it mean to be a person of other faith? – Spring 1

In this unit, children will:

- * Judaism has its origins in the land of Israel
- * That Jews believe they are descendants of Abraham, chosen by God to show what He is like
- * That Abraham, Moses & David are important figures in the Jewish faith
- * That Jews believe the Torah is law, teaching & guidance
- * That the Torah is part of the Tenakh
- * The importance of Shema as a core statement of belief
- * That Jews believe the Torah is law, teaching & guidance
- * Jews believe in one God who is creator and carer
- * The importance of Shema as a core statement of belief
- * That Jews believe they are descendants of Abraham, chosen by God to show what He is like
- * The importance of Shema as a core statement of belief
- * That Jews believe the Torah is law, teaching & guidance

What did Jesus do to save human beings? – Spring 2

In this unit, children will:

- * review the events of the 'Big Story'.
- * use drama to frame our understanding of the story.
- * explore responsibility in relation to the death of Jesus.
- * understand how Jesus' death saved people.
- * link Communion to the Last Supper.
- * explore the Eucharist.

What is the Worldwide church? – Summer 1

In this unit, children will:

- * think about different Christian worship throughout the world
- * explore the language of Christianity
- * look at the language of the Lord's Prayer.
- * explore the spread of Christianity
- * compare crosses from around the world.
- * explore cultural differences within the Worldwide Church.

What do Christians learn from the Creation story? – Summer 2

In this unit, children will:

- * build a God.
- * explore texts describing God
- * explore ideas of God as Holy and Loving
- * think about the ways Christians respond to the idea of God as Eternal
- * compare ideas about God
- * compare Christianity and Humanism

	<p>ways in celebrating Christmas.</p> <ul style="list-style-type: none">* Identify Gospel and prophecy texts, using technical terms.* Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.* Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.		
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	Autumn	Spring	Summer
PSHE	<u>Aiming High Autumn 1</u>	<u>TEAM Spring 1</u>	<u>It's My Body Summer 1</u>
Class One	<p>*To think of star qualities I already have and those I would like to develop.</p> <p>*To explain how a positive learning attitude can help me.</p> <p>*To talk about jobs that people can do and tell my friends what I want to be when I grow up.</p> <p>*To understand that it is a person's interests and skills that make them suited to doing a job.</p> <p>*To think about things I would like to achieve in the future.</p> <p>*To think about changes which might happen to me and consider how I feel about them.</p> <p><u>Digital Wellbeing Autumn 2</u></p> <p>*To talk about ways in which the Internet is useful.</p> <p>*To know how to balance screen time with other activities and understand why this is important.</p> <p>*To know how to stay safe online.</p> <p>*To explain why we keep personal information private.</p> <p>*To know how to communicate online in ways that show kindness and respect.</p> <p>*To understand that not everything on the Internet is true.</p>	<p>*To talk about the teams I belong to.</p> <p>*To know how to be a good listener.</p> <p>*To explain how to be kind and why it is important.</p> <p>*To talk about unkind behaviour like teasing and bullying.</p> <p>*To explain how to be a positive learner.</p> <p>*To identify good and not-so-good choices.</p> <p><u>Be Yourself Spring 2</u></p> <p>*To talk about what makes me feel special</p> <p>*To name some of the different feelings I have and can describe how they feel.</p> <p>*To talk about things that I like that make me feel happy.</p> <p>*To talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</p> <p>*To discuss how change or loss makes me feel.</p> <p>*To share what I think and feel with confidence.</p>	<p>*To know I can choose what happens to my body.</p> <p>*To make healthy choices about sleep and exercise.</p> <p>*To make healthy choices about food and drink.</p> <p>*To know how to keep my body clean.</p> <p>*To know what is safe to eat or drink.</p> <p>*To choose to keep my mind and body healthy and safe.</p> <p><u>Diverse Britain Spring 2</u></p> <p>*To describe ways that I can help my school community.</p> <p>*To describe ways that I can be a good neighbour.</p> <p>*To identify things that help and harm my neighbourhood.</p> <p>*To describe what it is like to live in the British Isles.</p> <p>*To explore how people living in the British Isles can be different and how they are the same.</p> <p>*To talk about being British and living in the British Isles.</p>
Class Two	<p><u>Aiming High Autumn 1</u></p> <p>*To identify achievements and suggest how my actions can help me to achieve.</p> <p>*To identify personal goals and suggest actions that I can take to achieve them.</p> <p>*To explain how a positive learning attitude</p>	<p><u>TEAM Spring 1</u></p> <p>*To talk about changes and how they might make me feel.</p> <p>*To explain how and why we should work well as a team.</p> <p>*To describe how my actions and behaviour</p>	<p><u>It's My Body Summer 1</u></p> <p>*To choose what happens to my body and I can get help with any concerns.</p> <p>*To know how to keep my body healthy.</p> <p>*To know why it is important to get enough sleep.</p>

	<p>can help me to learn new things *To identify the skills and attributes needed to do certain jobs. *To understand that we should all have equal opportunities to follow our career ambitions. *To discuss what job I might like to do when I grow up and what skills I will need to achieve this.</p> <p>Digital Wellbeing Autumn 2</p> <p>*To identify the positives and negatives of being online. *To be kind online and I can help make the Internet a safer place. *To know how to stay safe when communicating online and what to do if I don't feel safe. *To decide how reliable online information is and know how to share information responsibly online. *To identify things we shouldn't share online and give reasons why we shouldn't share them. *To understand how technology can affect our wellbeing in different ways.</p>	<p>affect my team. *To pay attention to and respond considerately to others. *To describe why disputes might happen and strategies to resolve them. *To talk about changes and how they might make me feel.</p> <p>Be Yourself Spring 2</p> <p>*To say the things about myself that I am proud of. *To identify the feelings I have and describe how different emotions feel. *To describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. *To know how to be assertive. *To explore messages given by the media and decide if they are helpful or harmful. *To identify different strategies I can use if I make a mistake.</p>	<p>*To understand the importance of hygiene and what to do if I feel unwell. *To know how to take medicine safely and keep safe around drugs. *To know how to make better choices and choose healthy habits.</p> <p>Diverse Britain Summer 2</p> <p>*To describe what it is like to live in the British Isles. *To talk about what democracy is and understand why it is important. *To talk about what rules and laws are and identify how they help us. *To talk about what liberty means and I can identify the rights of British people. *To describe a diverse society and talk about why it is important. *To explain what being British means to me and to others.</p>
Class Three	<p>Aiming High Autumn 1</p> <p>*To understand how people learn new things and achieve certain goals. *To understand that a helpful attitude towards learning can help us succeed in life. *To identify opportunities that may become available to me in the future and I am aware of how to make the most of them. *To understand that gender, race and social class do not determine what jobs people can do. *To understand there are a variety of routes into different jobs which may match my skills and interests. *To discuss my goals for the future and the steps I need to take to achieve them.</p>	<p>TEAM Spring 1</p> <p>*To talk about the attributes of a good team. *To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. *To compromise and collaborate to ensure a task is completed. *To reflect on the need to care for individuals within a team. *To identify hurtful behaviour and suggest ways I can help. *To understand the importance of shared responsibilities in helping a team to function successfully.</p>	<p>It's My Body Summer 1</p> <p>*To know that my body belongs to me and that I have control over what happens to it. *To understand why getting enough exercise and enough sleep is important. *To understand how to take care of my body. *To understand the harmful effects of using drugs, including alcohol and tobacco. *To understand what a positive body image is. *To make informed choices in order to look after my physical and mental health.</p>

	<p>Digital Wellbeing Autumn 2</p> <ul style="list-style-type: none"> *To identify the benefits of the Internet and know how to look after my digital wellbeing. *To know how to stay safe, healthy and happy online and when I use digital technology. *To know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. *To know how to use social media responsibly to protect the health, wellbeing and rights of all. *To know what online bullying is and what to do if I see or experience it to help make it stop. *To understand not all information online is true and know how to assess the reliability of both text and images. 	<p>Be Yourself Spring 2</p> <ul style="list-style-type: none"> *To explain why everyone is unique and understand why this should be celebrated and respected. *To explain why I should share my own thoughts and feelings and I know how to do this. *To explore uncomfortable feelings and understand how to manage them. *To understand why we sometimes feel shy or nervous and know how to manage these feelings. *To identify when I might have to make different choices from those around me. *To explore how it feels to make a mistake and describe how I can make amends. 	<p>Diverse Britain Summer 2</p> <ul style="list-style-type: none"> *To talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. *To explain what a community is and what it means to belong to one. *To explain why and how laws are made and identify what might happen if laws are broken. *To discuss the terms democracy and human rights in relation to local government. *To discuss the terms democracy and human rights in relation to national government. *To can investigate what charities and voluntary groups do and how they support the community.
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