

Barndale Activate Curriculum RE Overview

22/24	RE											
RE	Creation Stories		Ancient/Historical Religions		Significant Religious Figures		Places of Worship		Pilgrimages		Big Questions	
Who/When	Hedgehogs	Autumn 1	Hedgehogs	Autumn 2	Hedgehogs	Spring 1	Hedgehogs	Spring 2	Hedgehogs	Summer 1	Hedgehogs	Summer 2
Cycle 1	What makes some places sacred to believers?				How should we care for others and the world, and why does it matter?				What does it mean to belong to a faith community?			
Skills	To be able to identify and describe the core beliefs and concepts studied		To be able to identify and describe the core beliefs and concepts studied		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		To be able to describe how people show their beliefs in how they worship and in the way they live		To be able to describe how people show their beliefs in how they worship and in the way they live	
Cycle 2	What do Christians believe God is like?		Why does Christmas matter to Christians?		Who do Christians say made the world?		What is the 'good news' Christians believe Jesus brings?		Who is a Muslim and how do they live?		Who is Jewish and how do they live?	
	Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		To be able to identify and describe the core beliefs and concepts studied		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		To give good reasons for the views they have and connections they make		To be able to identify and describe the core beliefs and concepts studied To be able to describe how people show their beliefs in how they worship and in the way they live		To be able to identify and describe the core beliefs and concepts studied To be able to describe how people show their beliefs in how they worship and in the way they live	

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Who/When	Squirrels	Autumn 1	Squirrels	Autumn 2	Squirrels	Spring 1	Squirrels	Spring 2	Squirrels	Summer 1	Squirrels	Summer 2
Cycle 1	What do Christians learn from the creation story?		What is it like for someone to follow God?		What is the 'Trinity' and why is it important for Christians?		What kind of world did Jesus want?		Why do Christians call the day Jesus died 'Good Friday'?		For Christians, what was the impact of Pentecost?	
Skills	To make clear links between texts/sources of authority and the core concepts studied		To offer informed suggestions about what sources/texts of authority can mean and give examples of what these sources mean to believers		To identify and describe the core beliefs and concepts studied		To give good reasons for the views they have and connections they make.		To identify and describe the core beliefs and concepts studied		To be able to describe how people show their beliefs in how they worship and in the way they live	
Cycle 2	What do Hindus believe God is like?		What does it mean to be Hindu in Britain today?		How do festivals and worship show what matters to a Muslim?		How do festivals and family life show what matters to Jewish people?		How and why do people mark the significant events of life?		How and why do people try to make the world a better place?	
Skills	To be able to identify and describe the core beliefs and concepts studied		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		To be able to identify and describe the core beliefs and concepts studied		To be able to identify and describe the core beliefs and concepts studied		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly	

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Who/When	Foxes	Autumn 1	Foxes	Autumn 2	Foxes	Spring 1	Foxes	Spring 2	Foxes	Summer 1	Foxes	Summer 2
Cycle 1	What does it mean if Christians believe God is holy and loving?		Creation and science: conflicting or complementary?		Why do Christians believe Jesus was the Messiah?		How do Christians decide how to live? 'What would Jesus do?'		What do Christians believe Jesus did to 'save' people?		For Christians, what kind of king is Jesus?	
Skills	To identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority		Make connections between beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists)		Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.		Make clear connections between what people believe and how they live, individually and in communities		Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.		Give meanings for texts/sources of authority studied, comparing these ideas in some ways in which believers interpret texts/sources	
Cycle 2	Why do Hindus want to be good?		What does it mean to be a Muslim in Britain today?		Why is the Torah so important to Jewish people?		What matters most to Humanists and Christians?		Why do some people believe in God and some people not?		How does faith help when life gets hard?	
Skills	To give good reasons for the views they have and connections they make.		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		To be able to identify and describe the core beliefs and concepts studied		To be able to identify and describe the core beliefs and concepts studied		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly	

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Who/When	Badgers	Autumn 1	Badgers	Autumn 2	Badgers	Spring 1	Badgers	Spring 2	Badgers	Summer 1	Badgers	Summer 2
Cycle 1	What does it mean for Christians to believe in God as Trinity?		Should Christians be greener than everyone else?		For Christians, why are people good and bad?		Does the world need prophets today?		What do Christians do when life gets hard?		Why do Christians believe Jesus was God on Earth?	
Skills	To describe examples in ways in which people use texts/sources of authority to make sense of core beliefs and concepts		Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.		Using evidence and examples, show how and why people put their beliefs into practice in different ways.		Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.		Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make		To identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority	
Cycle 2	Why don't Hindus want to be reincarnated and what do they do about it?		What is so radical about Jesus?		What is good and what is challenging about being a Jewish teenager in Britain today?		How are Sikh teachings on equality and service put into practice today?		What difference does it make to be nonreligious in Britain today		Good, bad; right, wrong: how do I decide?	
Skills	To give good reasons for the views they have and connections they make.		To give good reasons for the views they have and connections they make.		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		To give good reasons for the views they have and connections they make.	