



Shute Primary School

Subject-RE

LEARNING JOURNEY

TRANSITION
TO
SECONDARY



Year A: U2.8 What does it mean to be a Muslim in Britain today
U2.1 What does it mean if Christians believe God is holy and loving?

Year B: U2.6 For Christians, what kind of king is Jesus
U2.3 Why do Christians believe Jesus was the Messiah?

Year A: U2.9 Why is the Torah so important to Jewish people
U2.5 What do Christians believe Jesus did to save people?

Year B: U2.2 Creation and Science-Conflict or Complementary?
U2.7 Why do Hindus want to be good?

Year A: U2.4 How do Christians decide how to live?
What would Jesus do? U2.12 How does faith help people when life gets hard?

Year B: U2.7 Why do Hindus want to be good? U2.11 Why do some people believe in God and some don't or U2.10 What matters most to Humanists and Christians?

In year 5/6 the children are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Years:
5/6
Badgers

Year A: L2.7 What do Hindus believe God is like? L2.3 What is the 'Trinity' and why is it important for Christians?

Year B: L2.1 What do Christians learn from the creation story?

L2.10 How do festivals and family life show what matters to Jewish people?

Year A: L2.5 Why do Christians call the day Jesus died 'Good Friday'?

L2.8 What does it mean to be a Hindu in Britain today?

Year B: L2.2 What is it like for someone to follow God
L2.9 How do festivals and worship show what matters to a Muslim?

Year A: L2.6 For Christians, what was the impact of Pentecost? L2.11 How and why do people mark the significant events of life?

Year B: L2.4 What kind of world did Jesus want? L2.12 How and why do people try to make the world a better place?

During Years 3/4 /5/6 the pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Years:
3/4
Hedgehogs

Children make sense of beliefs and concepts; understanding what these beliefs mean within their traditions. They are able to make connections by evaluating, reflecting on and connecting the beliefs and practices studied and they have an understanding of the impact by examining how and why people put their beliefs into action.

Year A: 1.2 Who do Christians say made the world?
1.10 What does it mean to be a faith community?
Year B: 1.6 Who is Muslim and how do they live?
1.3 Why does Christmas matter to Christians?

Year A: 1.1 What do Christians believe God is like?
1.7 Who is Jewish and how do they live?
Year B: 1.6 Who is Muslim and how do they live (Part 2)
1.5 Why does Easter matter to Christian?

Year A: 1.7 Who is Jewish and how do they live (Part 2)
1.9 How should we care for the world and others and why does it matter?
Year B: 1.4 What is the 'good news' Christians believe Jesus brings? 1.8 What makes some places sacred?

Years:
1/2
Foxes

During Year 1/2, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.

Why is the word of 'God' so important to Christians?
F2 Why is Christmas special to Christians?

Why is Christmas special for Christians?
Being special where do we belong?

Which places are special and why?
Which stories are special and why?

The children in pre-school/Reception will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen and talk about

Years:
EYFS
Squirrels

