

GHF RE Curriculum

Our RE curriculum follows the agreed syllabus. Some elements are considered **Core**, some are **Compulsory** and some units were selected from **Additional** units.

KS1	Autumn 1 (Oct)	Autumn 2 (Dec)	Spring 3 (Feb)	Spring 4 (April)	Summer 5 (June)	Summer 6 (July)
Cycle A	<p>Additional unit Thankfulness- Harvest and Sukkot</p> <p>To understand what being thankful means to communities including faith communities with a focus on the celebration of harvest time.</p>	<p>Incarnation UC1.3 (core) Why does Christmas matter to Christians?</p> <p>To learn the nativity story and about its importance to Christians. To learn about the Gospels and how they tell the stories of Jesus' life.</p>	<p>Compulsory unit Being Human – Islam Faith in everyday life)</p> <p>To learn about what the Qur'an says about how Muslims should treat others and live their lives.</p>	<p>Salvation UC1.5 (core) Why does Easter matter to Christians?</p> <p>To learn about how Easter is very important to Christians as part of the 'big story' of the Bible and that Jesus rose to give Christians hope of a new life.</p>	<p>Compulsory unit Life Journey – Islam (Beginning and belonging)</p> <p>To learn about how Muslims celebrate birth and why it is important to belong to a community.</p>	<p>Additional unit Jewish Worldview</p> <p>To learn about the Jewish holy text and place of worship and some key festivals and their associated stories and beliefs.</p>
Cycle B	<p>Creation UC 1.2 (core) Who do Christians believe made the world?</p> <p>To learn the Genesis creation story and how Christians believe God gave humans responsibility for caring for the world.</p>		<p>Compulsory unit God – Islam What do people believe about God? (story)</p> <p>To develop some understanding of what Muslims learn about Allah and their faith through the Qur'an.</p>	<p>Compulsory unit Community – Islam – Worship and celebration</p> <p>To learn about how Muslims express their beliefs and how their key beliefs are associated with their celebrations.</p>	<p>God UC1.1 (core) what do Christians believe God is like?</p> <p>To learn that Christians find out about God in the bible and that they show their beliefs in the way they worship and in the way they live their lives.</p>	<p>Additional unit Places of worship</p> <p>To learn about key objects, features or symbols and what they tell us about beliefs and how they are used in practice.</p>

<u>LKS2</u>	Autumn 1 (Oct)	Autumn 2 (Dec)	Spring 3 (Feb)	Spring 4 (April)	Summer 5 (June)	Summer 6 (July)	
Cycle A	<p>Compulsory unit God – Hinduism / Islam (Story and symbol)</p> <p>To learn about deities and key figures are described in Hindu sacred texts and stories. To learn about the main purposes of visual symbols in a Mandir and Mosque. To learn what the main concepts in Islam reveal about the nature of Allah.</p>		<p>Salvation UC2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'</p> <p>To learn about the events of Holy Week and why Christians celebrate it and how they show their beliefs.</p>		<p>God / Incarnation UC 2a.3 (core) What is the Trinity?</p> <p>To learn that Christians believe God is Trinity: Father, Son and Holy Spirit and how they show their beliefs about God the Trinity in worship.</p>		<p>Additional unit Jewish Worldview</p> <p>To learn about key beliefs and how these link to the covenant</p>
Cycle B	<p>Compulsory unit Community Hinduism / Islam (Community expression – Ways in which worship and celebration engage with / affect the natural world.</p> <p>To learn how worship and celebration help Hindus and Muslims to find a sense of community and compare/ contrast the two religions.</p>		<p>Creation UC2a.1 (core)</p> <p>What do Christians learn from the creation story?</p> <p>To learn about the creation story according to Christians and why they believe all of God's creations are special.</p>		<p>Gospel UC2a.4 (core) What kind of world would Jesus want?</p> <p>To learn about what Jesus taught and how Christians try to put his teaching into practice.</p>		

<u>UKS2</u>	Autumn 1 (Oct)	Autumn 2 (Dec)	Spring 3 (Feb)	Spring 4 (March/April)	Summer 5 (May)	Summer 6 (July)
Cycle A	<p>Compulsory unit Being human – Hinduism / Islam (Faith / belief in action)</p> <p>To learn how Hindus and Muslims reflect their faith in the way they live and in their actions.</p>	<p>Salvation UC2b.7 (core) What difference does the resurrection make for Christians?</p> <p>To learn about why Christians believe the resurrection is so important in their faith.</p>	<p>Incarnation UC2b.4 (core) Was Jesus the Messiah?</p> <p>To learn what Christians believe God’s plan in terms of the birth and death of Jesus, as the Messiah and what difference it might makes their lives.</p>	<p>Additional unit Sikhi Worldview</p> <p>To learn about the key beliefs/concepts in Sikhism and how Sikhs practice these beliefs.</p>		
Cycle B	<p>Compulsory unit Life journey –Hinduism / Islam (Expression of belonging) Rites of passage –include other religions e.g. Bar Mitzvah Confirmation</p> <p>To learn how the Hindu and Islam religions provide followers with a sense of identity, community and belonging.</p>	<p>Creation UC2b.2 (core) Creation and Science: Conflicting or Complimentary</p> <p>To explore how many Christians find science and faith go together.</p>	<p>Additional unit Buddhism Worldview</p> <p>To learn about the key beliefs/concepts in Buddhism and how Buddhist practice these connect to their beliefs (i.e. the eightfold path).</p>	<p>Gospel UC2b.5 (core) What would Jesus do?</p> <p>To learn how Christians use stories from the Bible such as parables to influence their actions.</p>		