

Term: Autumn Term	Subject: RE	
SACRE enquiry question and unit summary	Key knowledge	Vocabulary
EYFS <u>Autumn 1: What makes people special?</u> This unit helps young children explore what makes themselves and others special, focusing on feelings, relationships, and belonging. It encourages children to recognise their own value and the importance of caring for others. Everyone is special and unique - Children talk about what makes them special (e.g. talents, family, likes/dislikes). Belonging and relationships - Understanding who is important in their lives (family, friends, teachers). - Recognising that different people belong to different groups. Being kind and caring	- To know that I am special and unique. - To know that other people are special too. - To know that people are special because of who they are and what they can do. - To know that I belong to different groups (like my family, class and friends). - To know that other people belong to different families and groups. - To know that being kind can make people feel happy. - To know that my actions can affect how others feel. - To know ways to show someone they are special (being kind, listening, including them).	Special, unique, family, friends, love, home, teach, role models, rules, relationships, carer, Moses, Ten Commandments, gifts, religion, Judaism, Jews, God, Jesus, Christmas, Son of God, miracle, healing

• Learning how to show kindness, share, and help others. • Understanding how actions affect others' feelings. Feelings and emotions • Naming basic feelings (happy, sad, worried, excited). • Talking about how to make others feel valued and included. <u>Autumn 2: What is Christmas?</u> This unit introduces children to Christmas as a special celebration for Christians. It explores both the religious meaning and how people celebrate it in different ways. • Christmas is a celebration of the birth of Jesus. • Christians believe Jesus is special because he is the Son of God. • The Nativity story tells how Jesus was born in a stable in Bethlehem. • Important people in the story include Mary, Joseph, shepherds and kings.	• To know that Christmas is a special celebration for Christians. • To know that Christmas celebrates the birth of Jesus. • To know that Christians believe Jesus is special and important. • To know that the Nativity story tells how Jesus was born. • To know that Jesus was born in a stable in Bethlehem. • To know that people in the story include Mary, Joseph, shepherds and kings. • To know that people celebrate Christmas in different ways.	Baby, letter, Jesus, Christmas, candle, Christians, Son of God, present, Shepherds, Angel, joy, saviour, role model, incarnation, King, wise men, gold, frankincense, myrrh, nativity, celebrate
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• Christmas is a time for celebrating, giving and being together. • People celebrate Christmas in different ways (trees, presents, church, family time). • Giving at Christmas can show love and kindness.	• To know that Christmas is a time for giving, kindness and being with others.	
Year 1 <u>Autumn 1: What do Christians believe about God?</u> This unit focuses on what Christians may believe about God as the 'Father'. They focus on the Christian story of Creation from the Old Testament and the responsibility a Christian might feel for caring for the world, and the commandment to 'Love your neighbour as yourself' from the New Testament to understand how a Christian might feel about caring for other people. • Creation story from the book of Genesis in the Bible in the Old Testament. • God is the Creator of the world according to the Bible and this is also in	• To know that Christians believe in one God. • To know that God is often described as loving, holy and powerful. • To know that Christians believe God is the Creator of the world. • To know that Christians believe God wants a relationship with people. • To know that the Bible teaches Christians about God. • To know that Christians believe God is Trinity: Father, Son (Jesus) and Holy Spirit.	Create, agape, respect, Christian, Genesis, Christianity, Bible, protective, creator, Old Testament, sacred, Harvest, God, creation, New Testament, precious

the Creed (the beliefs of the Christian church) used by many Christian congregations • In the <i>Genesis</i> account (Chapter 1) within the Bible, God gives the first humans the responsibility to look after the world He has created: • <i>"Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."</i> • The New Testament tells Christians to love their neighbour as themselves.	• To know that Christians believe God became human in Jesus (incarnation). • To know that Christians believe Jesus shows what God is like. • To know that Christians believe God is forgiving and offers salvation. • To know that Christians use prayer to communicate with God. • To know that different Christians may understand and describe God in different ways.	
<u>Autumn 2: What gifts might Christians have given Jesus if he had been born here rather than in Bethlehem?</u> This unit focuses on the first Christmas and more specifically the gifts that Jesus received, their meaning and symbolism and how that compares with gifts today. • Mary was a young Jewish woman whom God chose to be the mother of his son,	• To know that Christmas celebrates the birth of Jesus. • To know that the Nativity story tells about Jesus being born. • To know that the Wise Men (Magi) brought special gifts to Jesus.	Christian, Christianity, gift / present, myrrh, Son of God, Bible, Holy Spirit, frankincense, meaningful, Magi, Wise Men, anointing, incarnate, incarnation, God, gold

Jesus, and he sent his angel, Gabriel, to ask this of her. • Mary agreed (this is called her "Fiat") and Jesus was born in Bethlehem. • This is the Christian concept of incarnation: God becoming man or literally being "made flesh". • The star in the sky symbolises Jesus' importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die.	• To know that the gifts were gold, frankincense and myrrh. • To know that these gifts were special and meaningful. • To know that Christians believe Jesus is special and important. • To know that people give gifts at Christmas to show love and care. • To know that different gifts can be chosen to show what someone is like or why they are special. • To know that if Jesus were born today, people might choose different gifts. • To know that Christians might give gifts that show kindness, love or helpfulness, not just objects.	
Year 2 <u>Autumn 1: Is it possible to be kind to everyone all of the time?</u> This enquiry investigates how Christians might follow Jesus' example of being kind to people.	• To know what kindness means (being helpful, caring and friendly). • To know that most religions and beliefs teach the importance of being kind to others.	Kindness, difficult, Jews, Samaritan, Levite, Pharisee, gospel, Zacchaeus, parables, tax collector, unpopular, disciples, Galilee, Peter, acrostic

• The learning is based on Jesus summing up the 10 commandments from the Old Testament into two commandments. • “ ‘Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.” Mark 12:30-31 • Jesus then gave examples of parables and acted in a way to help people around him understand this.	• To know that Jesus taught people to be kind and love others. • To know that some stories (e.g. the Good Samaritan) show how to treat others with kindness. • To know that it is not always easy to be kind all the time. • To know that people may feel different emotions that affect how they behave. • To know that even when it is difficult, people can try to make kind choices. • To know that being unkind can hurt others’ feelings. • To know that showing kindness can make a positive difference to others. • To know ways to be kind, such as sharing, helping, listening and including others.	
<u>Autumn 2: What do humanists believe?</u> This enquiry is designed to introduce Humanism, as a non-religious worldview.	• To know that Humanism is a way of thinking about the world.	Respect, non-religious, solution, food bank, Golden Rule, environment, Worldview, freedom,

• It should be made clear to children that Humanism is not a religion. It is more a shared approach to seeing the world in a certain way. Many people will decide for themselves what they believe is right and wrong and how they should behave towards others. They may then find that this matches what a lot of other people think who are Humanists, and then they may decide to call themselves a Humanist as well. • Humanists try to live by the "Golden Rule" which is "Treat other people as you would like them to treat you". It explains how a Humanists may try to live. This idea or way of living will also apply to how a Humanist might treat animals and the planet as well as other humans.	• To know that Humanists do not believe in a god or gods. • To know that Humanists believe people should use thinking and evidence to understand the world. • To know that Humanists believe it is important to be kind, fair and caring. • To know that Humanists believe we should help other people and the world. • To know that Humanists believe people can decide what is right and wrong. • To know that Humanists celebrate important times in life (like births and weddings) in their own way. • To know that some people belong to groups such as Humanists UK. • To know that Humanists believe this life is important and should be lived well.	rules, Big Bang, resources, Humanism, problem, curiosity, symbol, Humanist, wildlife, celebration, evolution, Happy Human
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Year 3 <u>Autumn 1: Is it possible for everyone to be happy?</u> This enquiry looks at some key teachings that the Buddha gave and look at some important events from his life - what could Buddhists learn from these? The story of the Buddha shows Buddhists that it is important to live your life in the right way. As a prince he was first surrounded by money and possessions, but these did not make him happy. He realised that money could not stop unhappiness, illness and death. He decided to try to live his life in a way that would help others and not just think about himself. Many Buddhists today look at what happened in the Buddha's life and try to learn how his teachings could help them, these messages could include • Being rich does not guarantee happiness • Suffering and death are part of life. • Some suffering is caused by people doing selfish things.	• To know that in Buddhism, life involves suffering, known as Dukkha. • To know that suffering is caused by craving and attachment, according to the Four Noble Truths. • To know that happiness can be achieved by overcoming craving. • To know that the Eightfold Path provides guidance on how to live a good and happy life. • To know that lasting happiness in Buddhism is linked to inner peace, not external possessions. • To know that Nirvana is the ultimate state of happiness and freedom from suffering. • To know that not everyone finds happiness easily because of ignorance, desire, and attachment. • To know that Buddhists believe anyone can achieve happiness, but	Buddha, enlightenment, meditation, enough, happiness, Buddhism, Buddhist, Prince Siddhartha, Dukkha, teachings, greed, selfishness, Bodhi tree
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• If we are less selfish there will be less suffering. • We should try to help others, like the Buddha did.	it requires effort, understanding, and practice.	
<u>Autumn 2: What is the most significant part of the nativity story for Christians today?</u> This enquiry investigates the significance and symbolism of elements of the Christmas story to Christians today. • Jesus was born in Bethlehem and Christians believe he was God's son. Mary was his mother and Joseph was engaged to her at the time. • The elements of the Christingle have a symbolism · The orange represents the world. · The candle reminds Christians of Jesus whom they believe to be the light of the world. · The red ribbon goes all round the 'world' and being the colour of blood, reminds Christians that Jesus died.	• To know that the Nativity story tells the story of the birth of Jesus. • To know that the Nativity is an important part of Christmas for Christians. • To know the key parts of the Nativity story (e.g. Mary and Joseph, the stable, shepherds, angels and Wise Men). • To know that Christians believe Jesus is the Son of God. • To know that the birth of Jesus is seen as God coming to Earth (Incarnation). • To know that different parts of the Nativity have different meanings (e.g. gifts, visitors, setting).	Christianity, God, Incarnation, Holy Spirit, Son of God, Bible, diverse, diversity, Jesus, cultural, Christian, local, meaningful, worldwide, secular, universal, religious, symbol, religious, Clergy, lens, lenses, significant, Christian

· The four cocktail sticks are the four seasons · The sweets (or sometimes dried fruit) remind Christians of God's gifts to the world	• To know that Christians may have different views about which part is most important. • To know that the Nativity story shows messages about hope, peace, joy and love. • To know that the story is still important for Christians today. • To know that Christians celebrate and remember the Nativity in different ways (e.g. church services, nativity plays, traditions).	
Year 4 <u>Autumn 1: What motivates Humanists to lead good lives?</u> This enquiry is designed to explore beliefs into actions in Humanism, as a non-religious worldview. Humanists may live their lives based on the following key beliefs:	• To know that Humanists do not follow a god or gods. • To know that Humanists believe people can use reason, thinking and evidence to make decisions. • To know that Humanists want to lead good lives by being kind, fair, and helpful to others.	Actions, non-religious, worldview, Humanism, evolution, evolved, Global Warming, freedom, choices, atoms, Happy Human, Humanist, climate, problem, Golden Rule, curiosity, carbon, consequences, solution, gases, Big Bang

1. There is no evidence of a god - science gives many answers to things previously attributed to gods e.g. the formation of life 2. We have one life - we need to make the best of it 3. It is our responsibility to treat humans and other living things ethically, fairly and positively 4. We need to take personal responsibility for our actions 5. We have the potential to achieve great things which will benefit humanity and future generations 6. Humanists value freedom, empathy, reason and human rights 7. Humanists respect people's right to hold their own beliefs; however, they are opposed to human rights being violated which can happen in some societies, some of which may be governed by religious law.	• To know that Humanists believe people should take responsibility for their actions. • To know that Humanists believe that this life is important and should be lived well. • To know that Humanists are motivated to be good because of empathy and care for others, not because of rewards or punishments. • To know that Humanists celebrate important life events (like births and weddings) in ways that reflect human values. • To know that Humanists believe making the world better is part of living a good life.	
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Autumn 2: Do people need to go to church to show they are Christians?

This enquiry looks at some of the rites (or Sacraments) that are performed in churches (the Christian place of worship) and investigates how and why Christians might choose to worship in a church (rather than e.g. just pray at home).

- Jesus taught about worship in the Bible and praying.
- Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God's family.
- Many Christians would choose to get married in church to confer God's blessing on the marriage.
- Churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when

- To know that **Humanists do not follow a god or gods.**
- To know that Humanists believe people can use **reason, thinking and evidence** to make decisions.
- To know that Humanists want to **lead good lives** by being kind, fair, and helpful to others.
- To know that Humanists believe people should **take responsibility for their actions.**
- To know that Humanists believe that this life is **important and should be lived well.**
- To know that Humanists are motivated to be good because of **empathy and care for others**, not because of rewards or punishments.
- To know that Humanists celebrate important life events (like **births and weddings**) in ways that reflect **human values.**

Associate, church, Holy Communion, Eucharist, denomination, diversity, Worship, empathy, rite of passage, feelings, impact, Host, wafer, Baptism, evangelical, Last Supper, chalice, special, Bible, prayer, Saints, significant

in church which they may find more difficult e.g. at home where there are more distractions. Consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to church.	To know that Humanists believe making the world better is part of living a good life.	
Year 5 <u>Autumn 1: Local Study: How does data help us understand religion and worldviews in Somerset?</u> This enquiry identifies change in how religion and worldviews in Somerset have evolved and developed over a period of 10 to 20 years. To study, evaluate/analyse and interpret what a specific set of data shows us through/using theology and social sciences.	- To know what census data is and what it can tell us about religion and worldviews. - To know how religion and worldviews have changed in Somerset in recent history. - To know that people's religious and worldview choices can be influenced by historical events. - To know that community and societal changes can affect beliefs and practices.	Religion, worldview, theology, social sciences, census data, explain, trend, locality, worship, affected, denomination, community, tradition, analyse, compare, difference, data, demographic, Muslim, Islam, Monotheism

Autumn 2: Does belief in the Trinity help Christians make better sense of God as a whole?

This enquiry investigates the Christian belief in the Trinity and the impact this would have on a believer.

- The Trinity is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit
- The three are "consubstantial", which means that they exist separately and together as one.
- This is called a "mystery" as well as a belief because it is not easily understood by humans that 3 "persons" can be 1 person. Christians believe that although there are three persons within the Trinity, there is only one God who is all 3 persons.
- Children understand that Christians believe this is not 3 Gods co-existing together to appear in different ways, but one God and only one God

- To know that Christians believe in one God who is understood as the Trinity.
- To know that the Trinity is made up of God the Father, God the Son (Jesus), and God the Holy Spirit.
- To know that the Trinity is important in Christian belief and worship.
- To know some symbols and images used to represent the Trinity (e.g. water, shamrock, triangle).
- To know that the idea of the Trinity can be difficult to understand and is described in different ways.
- To know that Christians use the Trinity to help explain what God is like.
- To know that different Christians may express or understand the Trinity in different ways.

Aspects, denominations, monotheism, difference, belief, characteristics, creed, source, substance, consubstantial, version, scholar

Year 6

Autumn 1: How do inspirational people impact on how Humanists live today?

This enquiry looks at famous people who may be role-models to humanists and how their words or actions correlate to Humanist beliefs.

The enquiry considers how Humanists may live their lives based on the following key beliefs:

1. There is no evidence of a god - science gives many answers to things previously attributed to gods e.g. the formation of life
2. We have one life - we need to make the best of it
3. It is our responsibility to treat humans and other living things ethically, fairly and positively
4. We need to take personal responsibility for our actions
5. We have the potential to achieve great things which will benefit humanity and future generations

- To know that Humanism is worldview that focuses on human values, reason, and living a good life without belief in a god.
- To know that Humanists look to people, rather than religious figures, for inspiration and guidance.
- To know who some key inspirational Humanists are (e.g. Stephen Hawking, Marie Curie, Malala Yousafzai).
- To know that inspirational people can influence Humanist values such as kindness, equality, curiosity, and responsibility.
- To know that Humanists believe individuals can make a positive difference in the world.
- To know that Humanists may be inspired by people's actions, achievements, and ethical choices.

Atheist, anthropologist, Humanism, role-model, physics, Happy Human, naturalist, ethical, Humanist, palaeopathology, actions, ethical, non-religious, commonality, natural selection, skeleton, anatomist, archaeology, inspiration, impact, difference, Golden Rule, Nobel Prize, worldview, evolution

6. Humanists value freedom, empathy, reason and human rights 7. Humanists respect people's right to hold their own beliefs; however, they are opposed to human rights being violated which can happen in some societies, some of which may be governed by religious law.	• To know that Humanists use reason and evidence, alongside inspiration from others, to guide how they live. • To know that different Humanists may be inspired by different people and ideas.	
<u>Autumn 2: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</u> This enquiry investigates the relevance of modern-day actions at Christmas to Christians today in regard to the Christmas story. • Christians celebrate the arrival of Jesus as God's Son. • They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. • He performed miracles, helped people and offered forgiveness of sins.	• To know that Christians celebrate the birth of Jesus at Christmas. • To know key parts of the Nativity story and what they show about who Jesus was. • To know that Christians believe Jesus is the Son of God and the Saviour. • To know that Christian celebrations (e.g. Christmas, Advent) help believers remember important events in Jesus' life.	Christian, Jesus, Messiah, Bible, Christianity, God, meaningful, celebration, Holy Spirit, symbols, traditions, personal, Son of God, significant, Incarnation

• Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate" (God made man). • The "incarnation" is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity.	• To know that traditions such as carols, nativity plays, and church services have meaning for Christians. • To know that symbols (e.g. light, stars, gifts) are used in celebrations to represent ideas about Jesus. • To know that these celebrations and traditions can help Christians understand why Jesus was born. • To know that different Christians may celebrate and interpret these traditions in different ways.	
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