

## Itchen Abbas Primary School Scheme of Work for R.E



Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you what concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new lessons. Children in developing their concept schemas and make links in their learning.

Symbol	Threshold concept title and descriptor
	<b>Communicate religious beliefs</b> Express individual understanding and experience of a religious concept or belief
	<b>Apply understanding</b> Apply individual understanding of a religious concept or belief to different situations or contexts
	<b>Inquire further</b> Recognise that there are many different ways of looking at things through reflective collaboration and deeper conceptual exploration.
	<b>Contextualising religious beliefs</b> Examining the concept in a specific context, often through a specific religion or religious activity
	<b>Evaluate religious concepts</b> Have the opportunity to weigh up the value of a religious concept or belief both to a religious person and to ourselves










PSHE and RSE are embedded throughout our wider curriculum. These are the Threshold Concepts.

Symbol	Threshold concept title and descriptor
	<b>Keeping myself safe</b> This concept involves knowing the importance of and how to stay safe both online and with personal safety. It includes understanding when and when.
	<b>Making and maintaining healthy relationships</b> This concept is about understanding how to be a friend and what skills and qualities friends need to have and demonstrate over time. It includes understanding what a healthy relationship is and how to respond and protect yourself and others when a relationship is healthy. It is also about having a healthy relationship with yourself.
	<b>Health and wellbeing</b> This concept is about understanding and maintaining good physical and mental health. It includes understanding the positive impact of physical wellbeing activities have on the body and mind.











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	<p><b>Living in the wider world</b></p> <p>To learn to be tolerant and show acceptance towards others. To understand the importance of living in an inclusive society and the responsibility we all play within it. To know how to show good citizenship towards others.</p>
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R.E 'Living Difference IV' Syllabus, the threshold concepts identified are taught in every unit of work throughout the school. Therefore, in retrieval of previous learning, specific points where the A,B or C religious concepts have been taught previously, for a more specific retrieval of themes as well as threshold concepts, the following unit of work should refer back to the 5 threshold concepts of: communicate, apply, inquire, contextualise & evaluate.

Unit of Work	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning
Living Difference IV		<ul style="list-style-type: none"> <li>Children can talk about themselves</li> </ul>	Year R 'All About Me' Topic
		<ul style="list-style-type: none"> <li>Children can discuss whether we are all the same (similarities and differences)</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can consider what makes them who they are</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can find out what makes someone a Christian</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can reflect on whether feeling that they belong is important to Christians</li> </ul>	
Living Difference V		<ul style="list-style-type: none"> <li>Children can talk about and ask about when they were born</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can discuss their own experiences of welcoming babies</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can ask questions to find out about how babies' births are celebrated</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can recognise that Christians celebrate Jesus' birthday and identify some elements of the celebration</li> </ul>	










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		<ul style="list-style-type: none"> <li>Children can talk about the importance of celebrating Jesus' birth for Christians</li> </ul>	
ies r		<ul style="list-style-type: none"> <li>Children can begin to share their own experience of stories and what they have learnt from different stories</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can begin to identify and talk about how Jesus told many stories to help people learn about God</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can share their own ideas and responses about what people may have learnt from Jesus' stories and share their ideas about the importance to Christians today of the stories Jesus told.</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can evaluate how helpful Jesus' stories are to Christian children and consider why they might be helpful</li> </ul>	
w		<ul style="list-style-type: none"> <li>Children can share their own response about eggs hatching</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can consider the different ways people think about eggs</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can consider how eggs can be a reminder/symbol of new life</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can begin to identify how Christians use eggs as a reminder/ symbol of new life</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can reflect on whether they think eggs are a useful reminder for Christians of Jesus' new life</li> </ul>	









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ah		<ul style="list-style-type: none"> <li>Children can share their own experiences of special things</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can listen to others sharing their feelings about special things</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can begin to recognise what special means</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can begin to recognise that the Cross is special to Christians and that the Torah Scrolls are special to Jews</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can respond to the idea of special things within Christianity and Judaism.</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can talk about their own responses to special clothes</li> </ul>	Year R Summer 1: <b><i>Special</i></b> Special Things-Cross and Torah
		<ul style="list-style-type: none"> <li>Children can identify how their feelings about special clothes relate to their lives</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can talk about the concept of special</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can recognise that Christians and Jews wear special clothes at certain times</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can talk about the importance of special clothes for Christians and Jews</li> </ul>	









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Work	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning
Jesus' life		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their own experiences of <i>authority</i></li> </ul>	Year R Spring 1 - <b><i>Learning from stories</i></b> Jesus as a storyteller
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their responses to <i>authority</i> relate to their own and others' lives.</li> </ul>	
	  	<ul style="list-style-type: none"> <li>Children can <b>recognise/ simply describe</b> what <i>authority</i> means</li> <li>Children can <b>recognise/ simply describe</b> the events in Jesus' life which demonstrate His <i>authority</i></li> </ul>	
		<ul style="list-style-type: none"> <li>In <b>simple terms</b>, children can <b>recognise/ discern something of the value/importance</b> of Jesus' <i>authority</i> to Christians.</li> </ul>	
and n		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to the concept of <i>light</i> (a candle flame)</li> </ul>	Year R Summer 1 – <b><i>Special</i></b> Special things – cross, Torah
		<ul style="list-style-type: none"> <li>Children can recognise how their response to light (<i>candle flames</i>) relates to events in their own and other's lives</li> </ul>	Year R Spring 2 - <b><i>Symbol</i></b> Eggs as a sign of New Life  Year R Autumn 2- <b><i>Celebrating Birthdays</i></b> Jesus' birth
	  	<ul style="list-style-type: none"> <li>Children can <b>recognise/ simply describe</b> the <i>candle flame as a reminder (symbol)</i> of important people or events</li> <li>Children can <b>recognise/ simply describe</b> how <i>candle flames</i> are used at Hanukkah and Advent</li> </ul>	Year 1/2 Autumn 2- <b><i>Journey's End</i></b> Nativity Journeys






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		<ul style="list-style-type: none"> <li>In simple terms, children can recognise/discern something of the importance of <i>candles flames</i> to Christians during Advent and to and Jews during Hannukah</li> </ul>	
ty ty		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to rules</li> </ul>	Year R Spring 1 <b><i>Learning from stories</i></b> Jesus as a story teller
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to rules relates to events in their own and other people's lives</li> </ul>	Year 1 and 2 Cycle B Summer 1 <b><i>Special Books</i></b> Bible and Torah
	  	<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> the meaning of rules</li> <li>Children can <b>recognise/simply describe</b> some Christian and Jewish rules</li> </ul>	
		<ul style="list-style-type: none"> <li>In simple terms, children can recognise/discern something of the value of rules in Christian and Jewish life as well as for themselves and their communities</li> </ul>	
ng day		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to <i>welcoming</i></li> </ul>	Year R Spring 2 <b><i>Symbol</i></b> Eggs as a Sign of New Life
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to <i>welcoming</i> relates to events in their own and others' lives</li> </ul>	Year 1 and 2 Cycle B Spring 2 <b><i>Love as Sad and Happy</i></b> The Easter Story

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	 	<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> the meaning of <i>welcoming</i></li> <li>Children can <b>recognise/simply describe</b> how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today</li> </ul>	
		<ul style="list-style-type: none"> <li><b>In simple terms, children can recognise/discern something of the value</b> of <i>welcoming</i> to Christians as well as in their own lives and communities</li> </ul>	
es		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to the concept of <i>specialness in relation to special places</i></li> </ul>	Year R Summer 1 – <b><i>Special</i></b> Special things – cross, Torah  Year R Summer 1 – <b><i>Special</i></b> Special clothes  Year 1/2: Cycle B Summer 1 – <b><i>Special</i></b> Special books
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to <i>special places</i> relates to events in their own and others' lives- how and why places can be <i>special</i> to themselves and others</li> </ul>	
	 	<ul style="list-style-type: none"> <li>Children can recognise/ <b>simply describe</b> the meaning of <i>special places</i></li> <li>Children can <b>recognise/simply describe</b> ways in which churches are <i>special</i> to Christians and Synagogues to Jews</li> </ul>	
		<ul style="list-style-type: none"> <li><b>In simple terms, children can recognise/ discern something of the value/importance</b> of <i>special places</i> to Christians and Jews</li> </ul>	










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g in		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to the concept of <i>belonging</i></li> </ul>	Year R Autumn 1- <b><i>Belonging</i></b> All About Me  Year 1/2: Cycle A Summer 1 – <b><i>Special</i></b> Special places
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to <i>belonging</i> relates to events in their own and others' lives</li> </ul>	
	 	<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> the meaning of <i>belonging</i></li> <li>Children can <b>recognise/simply describe</b> how Jewish people show that they <i>belong</i> to the Jewish faith</li> </ul>	
		<ul style="list-style-type: none"> <li><b>In simple terms, children can recognise/ discern something of the value/importance of <i>belonging</i> to Jewish people.</b></li> </ul>	












ork	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning
nd		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to the concept of <i>Thanking</i></li> </ul>	Year 1 and 2 Cycle A Summer 1 <b><i>Special Places</i></b> <i>Churches and Synagogues</i>
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to <i>thanksgiving</i> relates to events in their own and others' lives</li> </ul>	
	 	<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> the meaning of <i>thanksgiving</i></li> </ul>	









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		<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> how the idea of <i>thanking</i> is expressed during Harvest and Sukkot</li> </ul>	
		<ul style="list-style-type: none"> <li>In simple terms, children can <b>recognise/discern something of the importance</b> of <i>thanking</i> to Christians during harvest and Jews during Sukkot</li> </ul>	
ity		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to <i>journey's end</i> in their own experiences</li> </ul>	Year R Autumn 2: <b><i>Celebrating birthdays</i></b> Jesus' birth
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how different <i>journeys' ends</i> relate to their lives</li> </ul>	Year 1 and 2 Cycle A: <b><i>Light as a Symbol</i></b> Advent
	 	<ul style="list-style-type: none"> <li>Children can <b>recognise/ simply describe</b> different journey's ends</li> <li>Children can <b>recognise/ simply describe</b> the <i>journey's end</i> of the characters in the Christmas birth narratives</li> </ul>	
		<ul style="list-style-type: none"> <li>In simple terms, children can <b>recognise/discern something of the value</b> of the journey's end to Christians</li> </ul>	
eri	 	<ul style="list-style-type: none"> <li>Children can <b>recognise/describe in simple terms</b> what <i>remembering</i> means</li> <li>Children can <b>recognise/simply describe</b> ways in which Jews <i>remember</i> the Passover story</li> </ul>	Year R Summer 1 <b><i>Special</i></b> Special Things
		<ul style="list-style-type: none"> <li>In simple terms, children can <b>recognise/ discern something of the value/importance</b> of <i>remembering</i> Passover for Jews</li> </ul>	

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		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their own responses to <i>remembering</i> in their own experience</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can <b>simply describe</b> ways in which <i>remembering</i> can be applied to their own and others' lives</li> </ul>	
d		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to the concepts of Sad and Happy</li> </ul>	Year R- Spring 1- <b><i>Symbol</i></b> Eggs as a sign of new life
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to <i>sad and happy</i> relates to events in their own and others' lives</li> </ul>	Year 1/2 Cycle A Spring 2 – <b><i>Welcoming</i></b> Palm Sunday
		<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> the meanings of sad and happy</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> ways in which sad and happy are significant in the Easter story</li> </ul>	
		<ul style="list-style-type: none"> <li><b>In simple terms, children can recognise/ discern something of the importance</b> of the feelings of sadness and happiness to Christians when they remember the Easter story</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to the concept of <i>specialness in relation to books</i></li> </ul>	Year R Summer 1 – <b><i>Special</i></b> Special things – cross, Torah
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to <i>special books</i> relates to events in their own and others' lives- how and why <i>books</i> can be <i>special</i> to themselves and others</li> </ul>	Year R Summer 1 – <b><i>Special</i></b> Special clothes  Year 1/2: Cycle A Summer 1 – <b><i>Special</i></b> Special places
		<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> the meaning of <i>specialness</i></li> </ul>	Year 1/2: Cycle A Spring 1 – <b><i>Community</i></b> Rules in a community
		<ul style="list-style-type: none"> <li>Children can <b>recognise/simply describe</b> ways in which the Bible is <i>special</i> to Christians and the Torah to Jews</li> </ul>	

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		<ul style="list-style-type: none"> <li>In simple terms, children can <b>recognise/ discern something of the value/importance</b> of <i>special books</i> to Christians and Jews</li> </ul>	
ut		<ul style="list-style-type: none"> <li>Children can <b>express creatively</b> their response to the concept of <i>God</i></li> </ul>	Year 1/2: Cycle B Summer 1 – <b><i>Special</i></b> Special books
		<ul style="list-style-type: none"> <li>Children can <b>recognise</b> how their response to <i>God</i> relates to events in their own and others' lives</li> </ul>	
		<ul style="list-style-type: none"> <li>Children can <b>recognise/ simply describe</b> the meaning of <i>God</i></li> </ul>	
		<ul style="list-style-type: none"> <li>Children <b>recognise/simply describe</b> how the idea of <i>God</i> is expressed in Judaism and Christianity</li> </ul>	
		<ul style="list-style-type: none"> <li>In simple terms, children can <b>recognise/discern something of the importance</b> of <i>God</i> to Christians and Jews</li> </ul>	

ork	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	
	 	<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> the concept of <i>creation</i></li> <li>Children can <b>accurately describe</b> the Christian and Hindu creation stories</li> </ul>	Year 1/2 Autumn 2 Cycle B <b><i>God</i></b> Ideas about God	C c T r







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		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the value of</b> these creation stories for Christians and Hindus</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their response to concept <i>creation</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe examples of</b> how their response to <i>creation</i> relates to their own and others' lives.</li> </ul>		
e		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their response to the concept <i>Angels</i></li> </ul>	Year 1/2 Autumn 2 Cycle B <b><i>Journey's End</i></b> Nativity Journeys	H u S c
ory		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe examples of</b> how their response to <i>Angels</i> relates to their own and others' lives.</li> </ul>	Year 1/2 Autumn 2 Cycle A <b><i>Light as a symbol</i></b> Advent	A a n H C
	 	<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> the concept of <i>Angels</i></li> <li>Children can <b>accurately describe</b> how angels are used in the stories of the birth of Jesus.</li> </ul>	Golden Thread <b><i>Special</i></b>	
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the importance of</b> <i>angels</i> by describing their value to Christians</li> </ul>		
tri		<ul style="list-style-type: none"> <li>Children can express creatively and describe their own responses to the concept devotion</li> </ul>	Golden Thread <b><i>Community</i></b>	D S M h f p
		<ul style="list-style-type: none"> <li>Children can recognise and describe examples of how responses to devotion affect their own and other's lives.</li> </ul>		

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	 	<ul style="list-style-type: none"> <li>Children can accurately describe the concept of <i>devotion</i></li> <li>Children can accurately describe ways in which Hindus show devotion to Shiva at Mahashvrati</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can discern and describe the importance of Hindus showing devotion</li> </ul>		
	 	<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> the concept of <i>suffering</i></li> <li><i>Children can <b>accurately describe</b> the suffering experienced by Jesus in the Easter story</i></li> </ul>	Year R Spring 2 <b><i>New Life</i></b> Celebrating New Life at Easter  Year 1 and 2 Cycle A Spring 2 <b><i>Welcoming</i></b> Palm Sunday	S I g E J
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the importance of</b> suffering by describing the value of Jesus' suffering at Easter to Christians</li> </ul>	Year 1 and 2 Cycle B Spring 2 <b><i>Love as Happy and Sad</i></b> The Easter Story	
		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their response to the concept <i>suffering</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe</b> how their response to the concept of suffering relates to their own and others' lives</li> </ul>		
nd e	 	<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> the concept of <i>messages</i></li> <li><i>Children can <b>accurately describe</b> what Christians believe Jesus' messages are</i></li> </ul>	Year R Spring 1 <b><i>Learning From Stories</i></b> Jesus the Storyteller  Year 1 and 2 Cycle A Autumn 1 <b><i>Authority</i></b> Key events in Jesus' life	J t s p s s r C
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the value of</b> Jesus' <i>messages</i> to Christians and recognise some of the issues this might raise</li> </ul>	Golden Thread <b><i>Belonging</i></b>	

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		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their response to <i>messages</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe</b> how their response to the concept of <i>message</i> relates to events in their own and others' lives</li> </ul>		
s		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their response to the concept <i>ritual</i></li> </ul>	Year 3 and 4 Cycle A Spring 1 <b><i>Devotion</i></b> Mahashivratri	F C E C a l a c s r c c S
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe</b> examples of how their response to <i>ritual</i> relates to their own and others' lives.</li> </ul>	Year 3 and 4 Cycle B Spring 1 <b><i>Changing Emotions</i></b> The Easter Story	
		<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> the concept of <i>ritual</i></li> <li><i>Children can accurately describe</i> the <i>ritual</i> of Eucharist for Christians (or food rituals in other religions)</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the value</b> of <i>rituals</i> for religious people and the possible value for themselves and their communities</li> </ul>		

ork	Thresh old Concep	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	
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vil		<ul style="list-style-type: none"><li>Children can <b>accurately describe</b> the concepts of <i>good</i> and <i>evil</i></li></ul>	Year 3 and 4 Cycle A Summer 2 <b><i>Ritual</i></b> Food rituals	D H c r v e a c l r F (
		<ul style="list-style-type: none"><li>Children can <b>accurately describe</b> ways in which Hindus remember <i>good and evil</i> in the story and celebrations of Diwali</li></ul>		
		<ul style="list-style-type: none"><li>Children can <b>discern and describe the importance of</b> Hindus valuing <i>good overcoming evil</i></li></ul>		
		<ul style="list-style-type: none"><li>Children can <b>express creatively as well as describe</b> their response to the concepts <i>good and evil</i></li></ul>		
		<ul style="list-style-type: none"><li>Children can <b>recognise and describe</b> how Hindus remember good and evil in the story and celebrations of Diwali</li></ul>		
s  f		<ul style="list-style-type: none"><li>Children can <b>accurately describe</b> the concept of Holy</li></ul>	Year R Autumn 2 - <b>Celebrating birth</b> Jesus' birth  Year 1/2 Autumn 2- <b><i>Journey's End</i></b> Nativity Journeys	H b J A p C c
		<ul style="list-style-type: none"><li>Children can <b>accurately describe</b> how Christians show that they believe Mary is <i>holy</i></li></ul>		
		<ul style="list-style-type: none"><li>Children can <b>discern and describe</b> the value of Mary's <i>holiness</i> to believers</li></ul>		
		<ul style="list-style-type: none"><li>Children can <b>express creatively as well as describe</b> their own response to the concept of <i>holy</i></li></ul>		
		<ul style="list-style-type: none"><li>.Children can <b>recognise and describe examples</b> of how their ideas about <i>holiness</i> affect their lives.</li></ul>		

**Itchen Abbas Primary School Scheme of Work for R.E**











	 	<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> what the word <i>symbol</i> means</li> <li>Children can <b>accurately describe</b> how the symbol of the <i>tree</i> is used in Christianity</li> </ul>	<p>Year R <b><i>Symbol</i></b> Eggs as a sign of new life</p> <p>Year 3 and 4 Cycle A Autumn 1 <b><i>Creation</i></b> Creation stories</p>	
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe</b> the value of a tree as a <i>symbol</i> to Christians and the possible value to themselves and their communities</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their own response to trees as <i>symbols</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe</b> examples of when the tree <i>symbol</i> is used/ is useful</li> </ul>		
k r	 	<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> the concept of <i>changing emotions</i></li> <li>Children can <b>accurately describe</b> how the concept of <i>changing emotions</i> is contextualised within the events of Holy week and the ways in which Christians remember the events</li> </ul>	<p>Year 1 and 2 Cycle B <b><i>Love as Happy and Sad</i></b> The Easter Story</p> <p>Year 1 and 2 Cycle A Spring 2 <b><i>Welcoming</i></b> Palm Sunday</p> <p>Year 3 and 4 Cycle B <b><i>Holy</i></b> Mary Mother of God</p>	
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the value of</b> remembering the <i>changing emotions</i> in the Easter story to Christians and describe the value of the concept for themselves</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>express creatively a well as describe</b> the concept of <i>changing emotions</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe</b> examples of how their responses to <i>changing emotions</i> can be applied in their own and other people's lives</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> the concept of <i>neighbour</i>.</li> </ul>	<p>Year R Spring 1 <b><i>Learning from Stories</i></b> Jesus the Storyteller</p>	


















**Itchen Abbas Primary School Scheme of Work for R.E**

r		<ul style="list-style-type: none"> <li>Children can <b>accurately describe</b> how <i>neighbour</i> is contextualised within Christianity.</li> </ul>	Year 3 and 4 Cycle A Summer 1 <b>Message</b> Jesus, his teachings and his message	S M J C C E
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the value of</b> <i>neighbour</i> to Christians and the possible value for their own lives &amp; communities.</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their responses to <i>neighbour</i>.</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe</b> how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others</li> </ul>		
n		<ul style="list-style-type: none"> <li>Children can <b>express creatively as well as describe</b> their personal response to the concept of <i>protection</i>.</li> </ul>		P f E P C
		<ul style="list-style-type: none"> <li>Children can <b>recognise and describe</b> how the concept of <b>protection</b> can be applied in their own and others' lives.</li> </ul>		
	 	<ul style="list-style-type: none"> <li>Children <b>can accurately describe</b> what <i>protection</i> means.</li> <li>Children <b>can accurately describe</b> how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan.</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>discern and describe the value</b>, for Hindus, of celebrating <i>protection</i>.</li> </ul>		






**Itchen Abbas Primary School Scheme of Work for R.E**





Work	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	
n ran  n		<ul style="list-style-type: none"> <li>Children can <b>respond creatively as well as begin to explain</b> their own response to <i>peace</i></li> </ul>		P M F C ( S
		<ul style="list-style-type: none"> <li>Children can <b>explain some examples</b> of how their responses to the concept of peace can be applied to their own and others' lives</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain the meaning of</b> <i>peace</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> the significance of <i>peace</i> through submission for Muslims</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>discern the value of</b> the concept of <i>peace</i> for Muslims and can identify and explain situations and issues that may arise in relation to <i>peace</i></li> </ul>		
ati s-		<ul style="list-style-type: none"> <li>Children can <b>accurately explain the meaning of</b> the word <i>interpretation</i></li> </ul>	Year 3 and 4 <b>Angels</b> Angels (Role in the Christmas Story)  Year 3 and 4 <b>Holy</b> The Christmas story: Mary, mother of God	I C r s o S M J t
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>discern the value of</b> the two <i>interpretations</i> for Christians and describe some issues raised</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>respond creatively as well as begin to explain</b> their personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>explain some examples</b> about how their ideas about <i>interpretation</i> may affect their experiences and others' experiences.</li> </ul>		

# Itchen Abbas Primary School Scheme of Work for R.E











r n on		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> what the concept of <i>justice</i> means.</li> </ul>	Year R Spring 1 <b><i>Learning From Stories</i></b> Jesus the Storyteller  Year 1 and 2 Cycle B Summer 2 <b><i>God</i></b> Ideas about God	J M C a j p r a
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>discern the value of justice</b> to Jewish people, Christians and Muslims and identify and <b>discern the possible</b> value to themselves</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>respond creatively as well as begin to explain</b> their own response to <i>justice</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>explain some examples</b> of how <i>justice</i> can be applied in their own and others' lives.</li> <li></li> </ul>		
tian		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> what the concept of <i>salvation</i> means.</li> </ul>		S C C
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> how the Christian story expresses the concept of <i>salvation</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can evaluate the concept of salvation by explaining its value to Christians and by describing some issues raised</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>respond creatively and begin to explain</b> their own responses to the concept of <i>salvation</i></li> </ul>		
en		<ul style="list-style-type: none"> <li>Children can explain examples of how their responses to salvation can be applied to their own and other's lives</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> what</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> how</li> </ul>		
		<ul style="list-style-type: none"> <li></li> </ul>		
		<ul style="list-style-type: none"> <li></li> </ul>		
		<ul style="list-style-type: none"> <li></li> </ul>		

### Itchen Abbas Primary School Scheme of Work for R.E













	<ul style="list-style-type: none"><li>Children can <b>respond creatively as well as begin to explain</b> their own response to <i>Umma</i> and to the idea of <i>Community</i></li></ul>	<p>Golden Thread <b>Community</b></p> <p>Year 1 and 2 Cycle A Spring 1 <b>Community</b></p> <p>Rules in a community</p> <p>Year 3 and 4 Cycle A Spring 1 <b>Devotion</b></p> <p>Mahashivratri- <b>community</b></p>
	<ul style="list-style-type: none"><li>Children can <b>explain some examples</b> of how their responses affect the way they behave in the <i>communities</i> they and others belong to</li></ul>	
 	<ul style="list-style-type: none"><li>Children can <b>accurately explain the meaning</b> of Umma</li><li>Children can <b>accurately explain</b> how aspects of Muslim practice and belief develop a sense of <i>Umma</i></li></ul>	
	<ul style="list-style-type: none"><li>Children can <b>discern the value of</b> <i>Umma</i> to Muslims and can identify and explain situations or issues that may arise in relation to Umma</li></ul>	

Work	Threshold Concepts	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning
g and		<ul style="list-style-type: none"><li>Children can <b>respond creatively as well as begin to explain</b> their own response to <i>the concept of belonging</i></li></ul>	Golden Thread Belonging  Year 1 and 2 Cycle A Summer 1 <b><i>Belonging in Judaism</i></b> Shabbat
		<ul style="list-style-type: none"><li>Children can <b>explain some examples</b> of how <i>belonging</i> can be applied in their own and others' lives.</li></ul>	
		<ul style="list-style-type: none"><li>Children can <b>accurately explain</b> what it means to <i>belong</i> to something</li><li>Children can <b>accurately explain</b> how belonging is important to Muslims</li></ul>	
		<ul style="list-style-type: none"><li>Children can <b>discern the importance</b> to believers and themselves of belonging</li></ul>	



### Itchen Abbas Primary School Scheme of Work for R.E

on nar		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> the Christian concept of <i>incarnation</i></li> </ul>	Year R Autumn 2 – <b><i>Celebrating birth</i></b> Jesus’ birth	C C n i n C a C C s M
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> how the birth narratives reflect the <i>incarnation</i> for Christians</li> </ul>	Year 1/2 Autumn 2 Cycle B <b><i>Journey’s End</i></b> nativity Journeys	
		<ul style="list-style-type: none"> <li>Children can <b>discern the value of</b> the <i>incarnation</i> for Christian believers and <b>discern the possible value</b> for themselves and others</li> </ul>	Year 1/2 Autumn 2 Cycle A <b><i>Light as a symbol</i></b> Advent	
		<ul style="list-style-type: none"> <li>Children can <b>respond creatively as well as begin to explain</b> a personal response to the concept of <i>incarnation</i></li> </ul>	Year 3 and 4 <b><i>Angels</i></b> Angels (Role in the Christmas Story)	
		<ul style="list-style-type: none"> <li>Children can <b>explain some examples</b> of how the idea of <i>incarnation</i> might affect their own and others’ lives.</li> </ul>	Year 3 and 4 <b><i>Holy</i></b> The Christmas story: Mary, mother of God  Year 5 and 6 Cycle A Autumn 2 <b><i>Interpretation</i></b> Christmas- The Two Birth Narratives	
d r		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> the meaning of <i>ritual</i></li> </ul>	Year 3 and 4 Cycle A Summer 2 – <b><i>Ritual</i></b> Food rituals	P S i a r
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> the significance of <i>ritual</i> during Wudu and Eid-ul-Fitr for Muslims</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>discern the significance of</b> <i>ritual</i> by explaining its importance to Muslim people and by identifying some issues raised</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>respond creatively as well as begin to explain</b> a personal response to <i>ritual</i> in their own experience</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can explain some examples of how their responses and ideas affect the way they behave in the <i>rituals</i> they and others participate in</li> </ul>		

### Itchen Abbas Primary School Scheme of Work for R.E

ion e of y	  	<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> the meaning of <i>resurrection</i></li> <li>Children can <b>accurately explain</b> the story that illustrates Jesus' <i>resurrection</i> and explain how the empty cross is a symbol of <i>resurrection</i> for Christians</li> </ul>	Year R Summer 1 <b><i>Special</i></b> Special Things- Cross  Year R Spring 2 <b><i>Symbol</i></b> Eggs as a sign of New Life	F e r a s C s n s
		<ul style="list-style-type: none"> <li>Children can <b>discern the significance of</b> <i>resurrection</i> by explaining its importance to Christians and identifying some issues raised</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>respond creatively as well as begin to explain</b> their own response to <i>resurrection</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>explain some examples</b> of how responses the idea of <i>resurrection</i> affect the own way people live</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> a variety of ideas about the concept of <i>God</i></li> </ul>	Year 1 and 2 Cycle A Summer 2 <b><i>God</i></b> Ideas about God	C F c c a F S S b A E
		<ul style="list-style-type: none"> <li>Children can <b>accurately explain</b> how Christians and Muslims interpret ideas about <i>God/Allah</i></li> </ul>	Golden Thread <b><i>Special</i></b>	
		<ul style="list-style-type: none"> <li>Children can <b>discern the value of</b> the concept <i>God</i> for believers and the <b>discern the possible value</b> to themselves and others</li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>respond creatively as well as begin to explain</b> their own response to the concept of <i>God</i></li> </ul>		
		<ul style="list-style-type: none"> <li>Children can <b>explain some examples</b> of how their responses to the concept of <i>God</i> can be applied to their own and others' lives</li> </ul>		
ife		<ul style="list-style-type: none"> <li>Children can <b>respond creatively and begin to explain</b> their own <i>river of life</i> in a way that is meaningful to them</li> </ul>		F e h h c
h		<ul style="list-style-type: none"> <li>Children can <b>explain some examples</b> of situations that were important to them</li> </ul>		

**Itchen Abbas Primary School Scheme of Work for R.E**

	<ul style="list-style-type: none"><li>• Children can <b>accurately explain</b> why people might use the concept <i>River of Life</i> to explain their own life</li><li>• Children can <b>accurately explain</b> how Humanists might use the concept to show what they believe</li></ul>	
	<ul style="list-style-type: none"><li>• Children can <b>discern why it is/ is not important</b> for Humanists to use the concept River of Life</li></ul>	