









Itchen Abbas Primary School Scheme of Work for R.E




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

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









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

Threshold concept symbol	Threshold concept title and descriptor
	Keeping myself safe This concept involves knowing the importance of and how to stay safe both online and with personal safety. It includes understanding who to talk to and when.
	Making and maintaining healthy relationships This concept is about understanding how to be a friend and what skills and qualities friends need to have and demonstrate over time. It involves 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.
	Health and wellbeing











Itchen Abbas Primary School Scheme of Work for R.E

	This concept is about understanding and maintaining good physical and mental health. It includes understanding the positive impact of physical and wellbeing activities have on the body and mind.
	Living in the wider world To learn to be tolerant and show acceptance towards others. To understand the importance of living in an inclusive society and the responsible role we all play within it. To know how to show good citizenship towards others.












N.B – In the R.E ‘Living Difference IV’ Syllabus, the threshold concepts identified are taught in every unit of work throughout the school. Therefore, in retrieval, I have referred to 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, but each teaching unit of work should refer back to the 5 threshold concepts of: communicate, apply, inquire, contextualise & evaluate.

Year R	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning `	Key vocabulary
Autumn 1	Belonging All about me		<ul style="list-style-type: none"> Children can talk about themselves 	Year R ‘All About Me’ Topic	Christian, belonging, similarities, differences, church, Jesus, Bible, Sunday School, service, Messy Church , singing, stories, groups, clubs, belonging
			<ul style="list-style-type: none"> Children can discuss whether we are all the same (similarities and differences) 		
			<ul style="list-style-type: none"> Children can consider what makes them who they are 		
			<ul style="list-style-type: none"> Children can find out what makes someone a Christian 		
			<ul style="list-style-type: none"> Children can reflect on whether feeling that they belong is important to Christians 		
Autumn 2	Celebrating birthdays Jesus’ birthday		<ul style="list-style-type: none"> Children can talk about and ask about when they were born 		Celebrate, Christmas Day, birthday, birth, party, Christian, Jesus, identify, present, card, cake, image, portray, Bible, story, Christmas,
			<ul style="list-style-type: none"> Children can discuss their own experiences of welcoming babies 		
			<ul style="list-style-type: none"> Children can ask questions to find out about how babies’ births are celebrated 		








Itchen Abbas Primary School Scheme of Work for R.E

			<ul style="list-style-type: none"> Children can recognise that Christians celebrate Jesus' birthday and identify some elements of the celebration 		Mary, Joseph, Bethlehem, stable, shepherds
			<ul style="list-style-type: none"> Children can talk about the importance of celebrating Jesus' birth for Christians 		
Spring 1	Learning from stories Jesus as a storyteller		<ul style="list-style-type: none"> Children can begin to share their own experience of stories and what they have learnt from different stories 		Storyteller, story, bible, teachings, Jesus, leader, followers, God, learn, teach, understand, moral, message, Christian, learning
			<ul style="list-style-type: none"> Children can begin to identify and talk about how Jesus told many stories to help people learn about God 		
			<ul style="list-style-type: none"> 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. 		
			<ul style="list-style-type: none"> Children can evaluate how helpful Jesus' stories are to Christian children and consider why they might be helpful 		
Spring 2	Symbol Eggs as a sign of new life		<ul style="list-style-type: none"> Children can share their own response about eggs hatching 		Egg, symbol, reminder, new life, Jesus, Christian, Easter, reflect, respond, incubator, chick, hatch, hen, chocolate, celebrate, tomb, arrested, rose from the dead
			<ul style="list-style-type: none"> Children can consider the different ways people think about eggs 		
			<ul style="list-style-type: none"> Children can consider how eggs can be a reminder/symbol of new life 		
			<ul style="list-style-type: none"> Children can begin to identify how Christians use eggs as a reminder/ symbol of new life 		










Itchen Abbas Primary School Scheme of Work for R.E

			<ul style="list-style-type: none"> Children can reflect on whether they think eggs are a useful reminder for Christians of Jesus' new life 		
Summer 1	Special Special things – cross, Torah		<ul style="list-style-type: none"> Children can share their own experiences of special things 		Cross, Torah scrolls, Christian, Jew, Judaism, Christianity, precious, special, significant, important, sacred, ark, church, synagogue, reflect, explore, consider
			<ul style="list-style-type: none"> Children can listen to others sharing their feelings about special things 		
			<ul style="list-style-type: none"> Children can begin to recognise what special means 		
			<ul style="list-style-type: none"> Children can begin to recognise that the Cross is special to Christians and that the Torah Scrolls are special to Jews 		
			<ul style="list-style-type: none"> Children can respond to the idea of special things within Christianity and Judaism. 		
Summer 2	Special Special Clothes		<ul style="list-style-type: none"> Children can talk about their own responses to special clothes 	Year R Summer 1: Special Special Things-Cross and Torah	Special, clothes uniforms, party clothes, vicar, christening, kippah, Bar Mitzvah
			<ul style="list-style-type: none"> Children can identify how their feelings about special clothes relate to their lives 		
			<ul style="list-style-type: none"> Children can talk about the concept of special 		
			<ul style="list-style-type: none"> Children can recognise that Christians and Jews wear special clothes at certain times 		
			<ul style="list-style-type: none"> Children can talk about the importance of special clothes for Christians and Jews 		










Itchen Abbas Primary School Scheme of Work for R.E

Year 1 and 2 Cycle A	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Authority Key events in Jesus' life		<ul style="list-style-type: none"> Children can express creatively their own experiences of <i>authority</i> 	Year R Spring 1 - <i>Learning from stories</i> Jesus as a storyteller	Authority, Jesus, Christian, events, disobey, choices, consequences, disciples, baptism, temple, behaviour, teaching, review
			<ul style="list-style-type: none"> Children can recognise how their responses to <i>authority</i> relate to their own and others' lives. 		
		 	<ul style="list-style-type: none"> Children can recognise/ simply describe what <i>authority</i> means Children can recognise/ simply describe the events in Jesus' life which demonstrate His <i>authority</i> 		
			<ul style="list-style-type: none"> In simple terms, children can recognise/ discern something of the value/importance of Jesus' <i>authority</i> to Christians. 		
Autumn 2	Symbol (light) Advent and Hannukah		<ul style="list-style-type: none"> Children can express creatively their response to the concept of <i>light</i> (a candle flame) 	Year R Summer 1 – <i>Special</i> Special things – cross, Torah Year R Spring 2 - <i>Symbol</i> Eggs as a sign of New Life	Candle, flame, Hannukah, Advent, symbol, reminder, important, miracle, Jews, Christians, lighting,
			<ul style="list-style-type: none"> Children can recognise how their response to light (<i>candle flames</i>) relates to events in their own and other's lives 		






Itchen Abbas Primary School Scheme of Work for R.E


		 	<ul style="list-style-type: none"> Children can recognise/simply describe the <i>candle flame as a reminder (symbol)</i> of important people or events Children can recognise/simply describe how <i>candle flames</i> are used at Hanukkah and Advent 	Year 1/2 Autumn 2- <i>Journey's End</i> Nativity Journeys	celebration, represent, advent ring, describe, identify, discuss
			<ul style="list-style-type: none"> 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 		
Spring 1	Community Rules in a community		<ul style="list-style-type: none"> Children can express creatively their response to rules 	Year R Spring 1 <i>Learning from stories</i> Jesus as a story teller	Hebrew, Torah, Bible, Jewish, 613 rules, Mitzvot, Hebrew Bible, 10 commandments, Moses
			<ul style="list-style-type: none"> Children can recognise how their response to rules relates to events in their own and other people's lives 	Year 1 and 2 Cycle B Summer 1 <i>Special Books</i> Bible and Torah	
		 	<ul style="list-style-type: none"> Children can recognise/simply describe the meaning of rules Children can recognise/simply describe some Christian and Jewish rules 		
			<ul style="list-style-type: none"> 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 		
Spring 2	Welcoming Palm Sunday		<ul style="list-style-type: none"> Children can express creatively their response to <i>welcoming</i> 	Year R Spring 2 <i>Symbol</i> Eggs as a Sign of New Life Year 1 and 2 Cycle B Spring 2 <i>Love as Sad and Happy</i>	Welcoming, Palm Sunday, Christian, follower, Jesus, God, hostility,

Itchen Abbas Primary School Scheme of Work for R.E












			<ul style="list-style-type: none"> Children can recognise how their response to <i>welcoming</i> relates to events in their own and others' lives 	The Easter Story	consider, belonging, included, Jerusalem, discuss
	 	<ul style="list-style-type: none"> Children can recognise/simply describe the meaning of <i>welcoming</i> Children can recognise/simply describe 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 			
		<ul style="list-style-type: none"> In simple terms, children can recognise/discern something of the value of <i>welcoming</i> to Christians as well as in their own lives and communities 			
Summer 1	Special Places Churches and Synagogues		<ul style="list-style-type: none"> Children can express creatively their response to the concept of <i>specialness in relation to special places</i> 	Year R Summer 1 – Special Special things – cross, Torah	Special, synagogue, Jewish, sacred, important, Church, enquire, peaceful, calm, sanctuary, God, belief
		<ul style="list-style-type: none"> Children can recognise 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 	Year R Summer 1 – Special Special clothes		
	 	<ul style="list-style-type: none"> Children can recognise/ simply describe the meaning of <i>special places</i> Children can recognise/simply describe ways in which churches are <i>special</i> to Christians and Synagogues to Jews 	Year 1/2: Cycle B Summer 1 – Special Special books		
					

Itchen Abbas Primary School Scheme of Work for R.E











			<ul style="list-style-type: none"> In simple terms, children can recognise/ discern something of the value/importance of special places to Christians and Jews 		
Summer 2	Belonging in Judaism Shabbat		<ul style="list-style-type: none"> Children can express creatively their response to the concept of <i>belonging</i> 	Year R Autumn 1- Belonging All About Me Year 1/2: Cycle A Summer 1 – Special Special places	Belonging, member, Shabbat, Jewish faith, belief, synagogue, worship, Hebrew, Shabbat meal identity, community, Jewish, group, relate, identity
			<ul style="list-style-type: none"> Children can recognise how their response to <i>belonging</i> relates to events in their own and others' lives 		
		 	<ul style="list-style-type: none"> Children can recognise/simplely describe the meaning of <i>belonging</i> Children can recognise/simplely describe how Jewish people show that they <i>belong</i> to the Jewish faith 		
			<ul style="list-style-type: none"> In simple terms, children can recognise/ discern something of the value/importance of <i>belonging</i> to Jewish people. 		

Year 1 and 2 Cycle B	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Thanking Harvest and Sukkot		<ul style="list-style-type: none"> Children can express creatively their response to the concept of <i>Thanking</i> 	Year 1 and 2 Cycle A Summer 1 Special Places <i>Churches and Synagogues</i>	Thanking, harvest, sukkot, God









Itchen Abbas Primary School Scheme of Work for R.E

			<ul style="list-style-type: none"> Children can recognise how their response to <i>thanking</i> relates to events in their own and others' lives 		
		 	<ul style="list-style-type: none"> Children can recognise/simply describe the meaning of <i>thanking</i> Children can recognise/simply describe how the idea of <i>thanking</i> is expressed during Harvest and Sukkot 		
			<ul style="list-style-type: none"> In simple terms, children can recognise/discern something of the importance of <i>thanking</i> to Christians during harvest and Jews during Sukkot 		
Autumn 2	Journey's End Nativity Journeys		<ul style="list-style-type: none"> Children can express creatively their response to <i>journey's end</i> in their own experiences 	Year R Autumn 2: <i>Celebrating birthdays</i> Jesus' birth	Journey, end of journey, nativity, Bible, Mary. Joseph, Bethlehem, Jesus, shepherds, wise men (Magi)
			<ul style="list-style-type: none"> Children can recognise how different <i>journeys' ends</i> relate to their lives 	Year 1 and 2 Cycle A: <i>Light as a Symbol</i> Advent	
		 	<ul style="list-style-type: none"> Children can recognise/ simply describe different journey's ends Children can recognise/ simply describe the <i>journey's end</i> of the characters in the Christmas birth narratives 		
			<ul style="list-style-type: none"> In simple terms, children can recognise/discern something of the value of the journey's end to Christians 		
Spring 1	Remembering Passover	 	<ul style="list-style-type: none"> Children can recognise/describe in simple terms what <i>remembering</i> means Children can recognise/simply describe ways in which Jews <i>remember</i> the Passover story 	Year R Summer 1 <i>Special</i> Special Things	Remembering, Jews, Christians, Passover, story, value, apply, respond, discuss,











Itchen Abbas Primary School Scheme of Work for R.E

					memory, Seder meal, consider, special
			<ul style="list-style-type: none"> In simple terms, children can recognise/ discern something of the value/importance of remembering Passover for Jews 		
			<ul style="list-style-type: none"> Children can express creatively their own responses to remembering in their own experience 		
			<ul style="list-style-type: none"> Children can simply describe ways in which remembering can be applied to their own and others' lives 		
Spring 2	Love as Happy and Sad The Eater Story		<ul style="list-style-type: none"> Children can express creatively their response to the concepts of Sad and Happy 	Year R- Spring 1- Symbol Eggs as a sign of new life	Sad, happy, mood, feelings Christian , Jesus, God, associated, changes, gesture, Garden of Gethsemane, illustrate, tomb
			<ul style="list-style-type: none"> Children can recognise how their response to sad and happy relates to events in their own and others' lives 	Year 1/2 Cycle A Spring 2 – Welcoming Palm Sunday	
			<ul style="list-style-type: none"> Children can recognise/simply describe the meanings of sad and happy 		
			<ul style="list-style-type: none"> Children can recognise/simply describe ways in which sad and happy are significant in the Easter story 		
			<ul style="list-style-type: none"> In simple terms, children can recognise/ discern something of the importance of the feelings of sadness and happiness to Christians when they remember the Easter story 		
Summer 1	Special Books Bible & Torah		<ul style="list-style-type: none"> Children can express creatively their response to the concept of specialness in relation to books 	Year R Summer 1 – Special Special things – cross, Torah	Bible, Torah, scroll, ark, Christian, Jew, special, book,
			<ul style="list-style-type: none"> Children can recognise how their response to special books relates to events in their own and others' lives- 	Year R Summer 1 – Special	











Itchen Abbas Primary School Scheme of Work for R.E

			how and why <i>books</i> can be <i>special</i> to themselves and others	Special clothes Year 1/2: Cycle A Summer 1 – <i>Special</i> Special places Year 1/2: Cycle A Spring 1 – <i>Community</i> Rules in a community	valuable, precious, teaching, discuss, protect, respond, God, damaged, Moses, Mount Sinai, Simchat
			<ul style="list-style-type: none"> Children can recognise/simply describe the meaning of <i>specialness</i> 		
			<ul style="list-style-type: none"> Children can recognise/simply describe ways in which the Bible is <i>special</i> to Christians and the Torah to Jews 		
			<ul style="list-style-type: none"> In simple terms, children can recognise/ discern something of the value/importance of <i>special books</i> to Christians and Jews 		
Summer 2	God Ideas about God		<ul style="list-style-type: none"> Children can express creatively their response to the concept of <i>God</i> 	Year 1/2: Cycle B Summer 1 – <i>Special</i> Special books	God, Christians, Jews, worship,
			<ul style="list-style-type: none"> Children can recognise how their response to <i>God</i> relates to events in their own and others' lives 		
			<ul style="list-style-type: none"> Children can recognise/ simply describe the meaning of <i>God</i> 		
			<ul style="list-style-type: none"> Children recognise/simply describe how the idea of <i>God</i> is expressed in Judaism and Christianity 		
			<ul style="list-style-type: none"> In simple terms, children can recognise/discern something of the importance of <i>God</i> to Christians and Jews 		











Itchen Abbas Primary School Scheme of Work for R.E

Year 3 and 4 Cycle A	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Creation Creation Stories	 	<ul style="list-style-type: none"> Children can accurately describe the concept of <i>creation</i> Children can accurately describe the Christian and Hindu creation stories 	Year 1/2 Autumn 2 Cycle B God Ideas about God	Christians, creation, created, God, Old Testament Genesis, responsibility, Hindus, Brahma, universe. Vishnu, Shiva, story, relate, concept, sequence,
			<ul style="list-style-type: none"> Children can discern and describe the value of these creation stories for Christians and Hindus 		
			<ul style="list-style-type: none"> Children can express creatively as well as describe their response to concept <i>creation</i> 		
			<ul style="list-style-type: none"> Children can recognise and describe examples of how their response to <i>creation</i> relates to their own and others' lives. 		
Autumn 2	Angels Angels- role within the Christian story		<ul style="list-style-type: none"> Children can express creatively as well as describe their response to the concept <i>Angels</i> 	Year 1/2 Autumn 2 Cycle B Journey's End Nativity Journeys	Angels, role, appear, Christian, messengers, Heaven, God, Christmas story
			<ul style="list-style-type: none"> Children can recognise and describe examples of how their response to <i>Angels</i> relates to their own and others' lives. 	Year 1/2 Autumn 2 Cycle A Light as a symbol Advent	
		 	<ul style="list-style-type: none"> Children can accurately describe the concept of <i>Angels</i> Children can accurately describe how angels are used in the stories of the birth of Jesus. 	Golden Thread Special	
			<ul style="list-style-type: none"> Children can discern and describe the importance of <i>angels</i> by describing their value to Christians 		






Itchen Abbas Primary School Scheme of Work for R.E

Spring 1	Devotion Mahashivratri		<ul style="list-style-type: none"> Children can express creatively and describe their own responses to the concept devotion 	Golden Thread Community	Devotion, diety Shiva, festival, Mahashrivatri, heavenly dance, fast, meditate, vigil, pilgrimage, mandir
			<ul style="list-style-type: none"> Children can recognise and describe examples of how responses to devotion affect their own and other's lives. 		
		 	<ul style="list-style-type: none"> Children can accurately describe the concept of <i>devotion</i> Children can accurately describe ways in which Hindus show devotion to Shiva at Mahashvrati 		
			<ul style="list-style-type: none"> Children can discern and describe the importance of Hindus showing devotion 		
Spring 2	Suffering Easter		<ul style="list-style-type: none"> Children can accurately describe the concept of <i>suffering</i> 	Year R Spring 2 New Life Celebrating New Life at Easter Year 1 and 2 Cycle A Spring 2 Welcoming Palm Sunday Year 1 and 2 Cycle B Spring 2 Love as Happy and Sad The Easter Story	Suffering, pain, loneliness accident grief, loss , illness, Easter, Christians, Jesus, God
			<ul style="list-style-type: none"> Children can accurately describe the suffering experienced by Jesus in the Easter story 		
			<ul style="list-style-type: none"> Children can discern and describe the importance of suffering by describing the value of Jesus' suffering at Easter to Christians 		
			<ul style="list-style-type: none"> Children can express creatively as well as describe their response to the concept <i>suffering</i> 		
			<ul style="list-style-type: none"> Children can recognise and describe how their response to the concept of suffering relates to their own and others' lives 		












Itchen Abbas Primary School Scheme of Work for R.E

Summer 1	Message Jesus, his teachings and his message	 	<ul style="list-style-type: none"> Children can accurately describe the concept of <i>messages</i> Children can accurately describe what Christians believe Jesus' messages are 	<p>Year R Spring 1 Learning From Stories Jesus the Storyteller</p> <p>Year 1 and 2 Cycle A Autumn 1 Authority Key events in Jesus' life</p> <p>Golden Thread Belonging</p>	Jesus, message, teachings, speculate, debate, popular, unpopular, significant, situations, resistant, delivered, Christians
			<ul style="list-style-type: none"> Children can discern and describe the value of Jesus' <i>messages</i> to Christians and recognise some of the issues this might raise 		
			<ul style="list-style-type: none"> Children can express creatively as well as describe their response to <i>messages</i> 		
			<ul style="list-style-type: none"> Children can recognise and describe how their response to the concept of <i>message</i> relates to events in their own and others' lives 		
Summer 2	Ritual Food Rituals		<ul style="list-style-type: none"> Children can express creatively as well as describe their response to the concept <i>ritual</i> 	<p>Year 3 and 4 Cycle A Spring 1 Devotion Mahashivratri</p> <p>Year 3 and 4 Cycle B Spring 1 Changing Emotions The Easter Story</p>	Ritual. ceremony Christians, food, Eucharist, Holy Communion, Bread and wine, Jesus, last supper, Hindus, arti, Mandir, offering, deities, shrine, devotion respond, consider, compare, routine, da Vinci, sacred, Sanskrit, puja
			<ul style="list-style-type: none"> Children can recognise and describe examples of how their response to <i>ritual</i> relates to their own and others' lives. 		
		 	<ul style="list-style-type: none"> Children can accurately describe the concept of <i>ritual</i> Children can accurately describe the <i>ritual</i> of Eucharist for Christians (or food rituals in other religions) 		
			<ul style="list-style-type: none"> Children can discern and describe the value of <i>rituals</i> for religious people and the possible value for themselves and their communities 		









Itchen Abbas Primary School Scheme of Work for R.E

Years 3 and 4 Cycle B	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Diwali Good & evil		<ul style="list-style-type: none"> Children can accurately describe the concepts of <i>good and evil</i> 	Year 3 and 4 Cycle A Summer 2 Ritual Food rituals	Diwali, good, evil, Hindus, celebration, respond, concept, value, explain, evaluate, association, character, diva lamp, conflict, resolution, scenario Rama and Sita (Ramayana), shrine
			<ul style="list-style-type: none"> Children can accurately describe ways in which Hindus remember <i>good and evil</i> in the story and celebrations of Diwali 		
			<ul style="list-style-type: none"> Children can discern and describe the importance of Hindus valuing <i>good overcoming evil</i> 		
			<ul style="list-style-type: none"> Children can express creatively as well as describe their response to the concepts <i>good and evil</i> 		
			<ul style="list-style-type: none"> Children can recognise and describe how Hindus remember good and evil in the story and celebrations of Diwali 		





Itchen Abbas Primary School Scheme of Work for R.E





Autumn 2	Holy The Christmas Story Mary Mother of God		<ul style="list-style-type: none"> Children can accurately describe the concept of Holy 	Year R Autumn 2 - Celebrating birth Jesus' birth Year 1/2 Autumn 2- Journey's End Nativity Journeys	Holy, Christians, believer, Mary, Jesus, Annunciation, icon, prayer, blessed, Catholic, impact, consider, evaluate
			<ul style="list-style-type: none"> Children can accurately describe how Christians show that they believe Mary is <i>holy</i> 		
			<ul style="list-style-type: none"> Children can discern and describe the value of Mary's <i>holiness</i> to believers 		
			<ul style="list-style-type: none"> Children can express creatively as well as describe their own response to the concept of <i>holy</i> 		
Spring 1	Symbol Trees		<ul style="list-style-type: none"> Children can accurately describe what the word <i>symbol</i> means 	Year R Symbol Eggs as a sign of new life Year 3 and 4 Cycle A Autumn 1 Creation Creation stories	Symbol, Christianity, creation, Genesis, Old Testament, Tree of life, tree of learning about good and evil, Tale of the three trees, Jesus
			<ul style="list-style-type: none"> Children can accurately describe how the symbol of the <i>tree</i> is used in Christianity 		
			<ul style="list-style-type: none"> Children can discern and describe the value of a tree as a <i>symbol</i> to Christians and the possible value to themselves and their communities 		
			<ul style="list-style-type: none"> Children can express creatively as well as describe their own response to trees as <i>symbols</i> 		
			<ul style="list-style-type: none"> Children can recognise and describe examples of when the tree <i>symbol</i> is used/ is useful 		
Spring 2	Changing Emotions Holy Week and Easter		<ul style="list-style-type: none"> Children can accurately describe the concept of <i>changing emotions</i> 	Year 1 and 2 Cycle B Love as Happy and Sad The Easter Story Year 1 and 2 Cycle A Spring 2 Welcoming	Christian, emotions, Jesus, Easter, changes, Jerusalem , Last
					

Itchen Abbas Primary School Scheme of Work for R.E












			<ul style="list-style-type: none"> Children can accurately describe 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 	Palm Sunday Year 3 and 4 Cycle B <i>Holy</i> Mary Mother of God	Supper, Palm Sunday, Garden of Gethsemane, resurrection, Mary, crucifixion
		<ul style="list-style-type: none"> Children can discern and describe the value of remembering the <i>changing emotions</i> in the Easter story to Christians and describe the value of the concept for themselves 			
		<ul style="list-style-type: none"> Children can express creatively a well as describe the concept of <i>changing emotions</i> 			
		<ul style="list-style-type: none"> Children can recognise and describe examples of how their responses to <i>changing emotions</i> can be applied in their own and other people's lives 			
Summer 1	Neighbour Making Choices		<ul style="list-style-type: none"> Children can accurately describe the concept of <i>neighbour</i>. Children can accurately describe how <i>neighbour</i> is contextualised within Christianity. 	Year R Spring 1 <i>Learning from Stories</i> Jesus the Storyteller Year 3 and 4 Cycle A Summer 1 <i>Message</i> Jesus, his teachings and his message	Jesus, neighbour Parables. Meaning, Samaritan, Luke, New Testament, Judaea, Christians, community, choices, followers, evaluate.
			<ul style="list-style-type: none"> Children can discern and describe the value of <i>neighbour</i> to Christians and the possible value for their own lives & communities. 		
			<ul style="list-style-type: none"> Children can express creatively as well as describe their responses to <i>neighbour</i>. 		
			<ul style="list-style-type: none"> Children can recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others 		
Summer 2			<ul style="list-style-type: none"> Children can express creatively as well as describe their personal response to the concept of <i>protection</i>. 		Protection, Hindu, festival, Raksha

Itchen Abbas Primary School Scheme of Work for R.E













Protection Raksha Bandhan		<ul style="list-style-type: none"> Children can recognise and describe how the concept of protection can be applied in their own and others' lives. 		Bandhan, safety, Rakhi, caring, discuss
		<ul style="list-style-type: none"> Children can accurately describe what <i>protection</i> means. 		
		<ul style="list-style-type: none"> Children can accurately describe how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan. 		
		<ul style="list-style-type: none"> Children can discern and describe the value, for Hindus, of celebrating <i>protection</i>. 		

Years 5 and 6 Cycle A	Unit of Work Title	Thresho Id Concep	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Peace Revelation of the Quran and Ramadan and Sawm		<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain their own response to <i>peace</i> 		Peace, silence, Muslims, Revelation of the Quran, Mohammed (pbuh), Ramadan, Sawm
			<ul style="list-style-type: none"> Children can explain some examples of how their responses to the concept of peace can be applied to their own and others' lives 		
			<ul style="list-style-type: none"> Children can accurately explain the meaning of peace 		
			<ul style="list-style-type: none"> Children can accurately explain the significance of <i>peace</i> through submission for Muslims 		




Itchen Abbas Primary School Scheme of Work for R.E







			<ul style="list-style-type: none"> Children can discern the value of 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> 		
Autumn 2	Interpretation Christmas- the two birth narratives		<ul style="list-style-type: none"> Children can accurately explain the meaning of the word <i>interpretation</i> 	Year 3 and 4 Angels Angels (Role in the Christmas Story) Year 3 and 4 Holy The Christmas story: Mary, mother of God	Interpretation, Christmas Story, recount, similarities, differences, Speculate, refine, Mary, Jesus, Joseph, narrative, theologians
			<ul style="list-style-type: none"> Children can accurately explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible 		
			<ul style="list-style-type: none"> Children can discern the value of the two <i>interpretations</i> for Christians and describe some issues raised 		
			<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain their personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience 		
			<ul style="list-style-type: none"> Children can explain some examples about how their ideas about <i>interpretation</i> may affect their experiences and others' experiences. 		
Spring 1	Justice Stories of Justice for more than one religion		<ul style="list-style-type: none"> Children can accurately explain what the concept of <i>justice</i> means. 	Year R Spring 1 Learning From Stories Jesus the Storyteller Year 1 and 2 Cycle B Summer 2 God Ideas about God	Jews, Christians, Muslims, belief God, Just, The rabbi and the cow G-d, justice, opposite, parable, Prodigal ,Justice for all, affirms, Allah
					
			<ul style="list-style-type: none"> Children can discern the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and discern the possible value to themselves 		
			<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain their own response to <i>justice</i> 		
			<ul style="list-style-type: none"> Children can explain some examples of how <i>justice</i> can be applied in their own and others' lives. 		

Itchen Abbas Primary School Scheme of Work for R.E











			<ul style="list-style-type: none"> • 		
Spring 2	Salvation The Christian Story	 	<ul style="list-style-type: none"> • Children can accurately explain what the concept of <i>salvation</i> means. • Children can accurately explain how the Christian story expresses the concept of <i>salvation</i> 		Salvation, Easter, Christian, Jesus, God
			<ul style="list-style-type: none"> • Children can evaluate the concept of salvation by explaining its value to Christians and by describing some issues raised 		
			<ul style="list-style-type: none"> • Children can respond creatively and begin to explain their own responses to the concept of <i>salvation</i> 		
			<ul style="list-style-type: none"> • Children can explain examples of how their responses to salvation can be applied to their own and other's lives 		
Summer 1	Love The Golden Rule	 	<p>Children can accurately explain what the concept of a Golden Rule is.</p> <p>Children can accurately explain how Humanists might use the concept in their own lives.</p>		
			Evaluate whether it is/is not important for Humanists to use the concept. Explain if the concept is important to you or not.		
			Children can respond creatively and begin to explain their own Golden Rules for their lives.		
			Explain the use of their own Golden Rule in different situations.		
Summer 2	Umma Hajj and Zakat	 	<ul style="list-style-type: none"> • Children can respond creatively as well as begin to explain their own response to <i>Umma</i> and to the idea of <i>Community</i> • Children can explain some examples of how their responses affect the way they behave in the <i>communities</i> they and others belong to 	<p>Golden Thread Community</p> <p>Year 1 and 2 Cycle A Spring 1 Community</p> <p>Rules in a community</p> <p>Year 3 and 4 Cycle A Spring 1 Devotion</p>	Umma, Community, teams, individuals, Muslims, Hajj and Zakat, distribution,

Itchen Abbas Primary School Scheme of Work for R.E














		 	<ul style="list-style-type: none"> Children can accurately explain the meaning of Umma Children can accurately explain how aspects of Muslim practice and belief develop a sense of <i>Umma</i> 	Mahashivratri- community	wealth. Hajji, pilgrm
			<ul style="list-style-type: none"> Children can discern the value of <i>Umma</i> to Muslims and can identify and explain situations or issues that may arise in relation to Umma 		

Year 5 and 6 Cycle B	Unit of Work Title	Threshold Concepts	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Belonging Shahada and Salat		<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain their own response to <i>the concept of belonging</i> 	Golden Thread Belonging Year 1 and 2 Cycle A Summer 1 <i>Belonging in Judaism</i> Shabbat	Belonging, Muslims, Shahada, Salat, participate, belong, prayer
			<ul style="list-style-type: none"> Children can explain some examples of how <i>belonging</i> can be applied in their own and others' lives. 		
			<ul style="list-style-type: none"> Children can accurately explain what it means to <i>belong</i> to something Children can accurately explain how belonging is important to Muslims 		
			<ul style="list-style-type: none"> Children can discern the importance to believers and themselves of belonging 		
Autumn 2	Incarnation An extraordinary baby		<ul style="list-style-type: none"> Children can accurately explain the Christian concept of <i>incarnation</i> 	Year R Autumn 2 – <i>Celebrating birth</i> Jesus' birth Year 1/2 Autumn 2 Cycle B <i>Journey's End</i> nativity Journeys	Christians, Jesus God made into a man, belief, incarnation, birth narratives, Son of
			<ul style="list-style-type: none"> Children can accurately explain how the birth narratives reflect the <i>incarnation</i> for Christians 		

Itchen Abbas Primary School Scheme of Work for R.E

			<ul style="list-style-type: none"> Children can discern the value of the <i>incarnation</i> for Christian believers and discern the possible value for themselves and others 	Year 1/2 Autumn 2 Cycle A <i>Light as a symbol</i> Advent	God, human, aspects, Angel Gabriel, Mary, Son of God, angel, shepherds. Lord, Messiah
			<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain a personal response to the concept of <i>incarnation</i> 	Year 3 and 4 <i>Angels</i> Angels (Role in the Christmas Story)	
			<ul style="list-style-type: none"> Children can explain some examples of how the idea of <i>incarnation</i> might affect their own and others' lives. 	Year 3 and 4 <i>Holy</i> The Christmas story: Mary, mother of God Year 5 and 6 Cycle A Autumn 2 <i>Interpretation</i> Christmas- The Two Birth Narratives	
Spring 1	Ritual Wudu and Eid-ul-Fitr		<ul style="list-style-type: none"> Children can accurately explain the meaning of <i>ritual</i> 	Year 3 and 4 Cycle A Summer 2 – <i>Ritual</i> Food rituals	Ritual, prayer, significance, importance, Wudu and Eid-ul-Fitr, routine, debate
			<ul style="list-style-type: none"> Children can accurately explain the significance of <i>ritual</i> during Wudu and Eid-ul-Fitr for Muslims 		
			<ul style="list-style-type: none"> Children can discern the significance of <i>ritual</i> by explaining its importance to Muslim people and by identifying some issues raised 		
			<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain a personal response to <i>ritual</i> in their own experience 		
			<ul style="list-style-type: none"> 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 		
Spring 2	Resurrection The image of the empty cross		<ul style="list-style-type: none"> Children can accurately explain the meaning of <i>resurrection</i> 	Year R Summer 1 <i>Special</i> Special Things- Cross	Resurrection, empty cross, Jesus, risen, Christ, life after death, symbol, ritual, Christians,
			<ul style="list-style-type: none"> Children can accurately explain the story that illustrates Jesus' <i>resurrection</i> and explain how the empty cross is a symbol of <i>resurrection</i> for Christians 	Year R Spring 2 <i>Symbol</i> Eggs as a sign of New Life	

Itchen Abbas Primary School Scheme of Work for R.E

			<ul style="list-style-type: none"> Children can discern the significance of resurrection by explaining its importance to Christians and identifying some issues raised 		symbolises, meaning, significance
			<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain their own response to <i>resurrection</i> 		
			<ul style="list-style-type: none"> Children can explain some examples of how responses the idea of <i>resurrection</i> affect the own way people live 		
Summer 1	God How do different people describe God?		<ul style="list-style-type: none"> Children can accurately explain a variety of ideas about the concept of <i>God</i> 	Year 1 and 2 Cycle A Summer 2 God Ideas about God	Christians, God as Father, God, omnipotent, omniscient, omnipresent, God as Trinity, God the Father, God the Son, God the Holy Spirit, Muslim, 99 beautiful names of Allah, Hindu, Brahman
			<ul style="list-style-type: none"> Children can accurately explain how Christians and Muslims interpret ideas about <i>God/Allah</i> 	Golden Thread Special	
			<ul style="list-style-type: none"> Children can discern the value of the concept <i>God</i> for believers and the discern the possible value to themselves and others 		
			<ul style="list-style-type: none"> Children can respond creatively as well as begin to explain their own response to the concept of <i>God</i> 		
			<ul style="list-style-type: none"> Children can explain some examples of how their responses to the concept of <i>God</i> can be applied to their own and others' lives their own and others' lives 		
Summer 2	River of Life What happens after death and a person's legacy?		<ul style="list-style-type: none"> Children can respond creatively and begin to explain their own <i>river of life</i> in a way that is meaningful to them 		River, life, events, existence, human, humanity, humanist, life after death
			<ul style="list-style-type: none"> Children can explain some examples of situations that were important to them 		
		 	<ul style="list-style-type: none"> Children can accurately explain why people might use the concept <i>River of Life</i> to explain their own life Children can accurately explain how Humanists might use the concept to show what they believe 		
			<ul style="list-style-type: none"> Children can discern why it is/ is not important for Humanists to use the concept River of Life 		

Itchen Abbas Primary School Scheme of Work for R.E

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