

BROCKENHURST CE PRIMARY SCHOOL – RE SCHEME OF WORK 2024-2025

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	WORLD FAITHS
R	<p><b>Belonging</b> All about Me What is important to me?</p>	<p><b>Celebration (birthdays)</b> What is the nativity? INCARNATION – F2 Why do Christians perform nativity plays at Christmas?</p>	<p>Stories that Jesus told us</p>	<p>Why do we celebrate Easter? SALVATION – F3 Why do Christians put a cross in an Easter garden?</p>	<p><b>Special</b> Places- Brockenhurst Churches (visits to our local Churches) special places – temple</p>	<p><b>Special</b> CONCEPT: SPECIAL (RE023) Context Special Clothes across religions</p>	
1	<p>CREATION – 1.2 Who made the World? <b>Communicate –</b> Children can <b>talk</b> about their own responses to their experiences of the concepts explored.</p>	<p><b>Waiting (advent)</b> INCARNATION – 1.3 Why does Christmas matter to Christians? <b>Apply –</b> They can <b>identify</b> simple examples of how their responses relate to their own lives and those of others.</p>	<p><b>Belonging</b> CONCEPT: REMEMBERING RE012 Context Festival of Holi <b>Inquire -</b> They can <b>identify</b> and talk about key concepts explored that are common to all people (Group A concepts).</p>	<p><b>Love</b> SALVATION - 1.5 Why does Easter matter to Christians? <b>Contextualise –</b> They can <b>recognise</b> that the concept is expressed in the way of life of the people studied..</p>	<p>CONCEPT: PRECIOUS RE028 Context Water <b>Evaluate –</b> They can <b>evaluate</b> human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p>	<p>CONCEPT: REMEMBERING RE013 Context Festival of Janmashtami <b>Evaluate –</b> They can <b>evaluate</b> human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p>	HINDUISM
2	<p><b>Love</b> GOD – 1.1 What do Christians believe 'God' is like? <b>Communicate –</b> Children can <b>describe</b> in simple terms their responses to their experiences of the concepts studied.</p>	<p>CONCEPT: ANGELS RE001 Context ... <b>Apply –</b> They can <b>identify</b> how their responses relate to events in their own lives.</p>	<p><b>Belonging</b> How do Hindu's Worship? <b>Inquire -</b> They can <b>describe</b> in simple terms key concepts explored that are common to all people (A concepts) and <b>identify</b> and <b>talk</b> about concepts that are common to.</p>	<p>GOSPEL – 1.4 What is the good news Jesus brings? <b>Contextualise –</b> They can simply <b>describe</b> ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</p>	<p><b>Special</b> Hindu Gods- who are the Gods? POWER RE.021 CONCEPT: Hindu God Ganesh <b>Evaluate –</b> They can <b>evaluate</b> the human experience of the concepts studied by <b>describing</b> in simple terms their value to people who are religious and by <b>dialoguing</b> with others recognise an issue raised.</p>	<p><b>Special</b> CONCEPT: SPECIAL FOOD Context Christianity <b>Evaluate –</b> They can <b>evaluate</b> the human experience of the concepts studied by <b>describing</b> in simple terms their value to people who are religious and by <b>dialoguing</b> with others recognise an issue raised.</p>	

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3	<p><b>Special</b> CREATION/FALL – 2A.1 What do Christians learn from the creation story? <b>Communicate –</b> Children can begin to <b>describe</b> their own responses to the human experience of the concepts studied.</p>	<p><b>Special</b> CONCEPT: SYMBOL RE015 Context Hannukah <b>Apply –</b> They can begin to <b>describe</b> examples of how their responses are, or can be, applied in their own lives and the lives of others.</p>	<p>CONCEPT: IDENTITY RE027 Context Mezuzah and Shema <b>Inquire -</b> They can begin to <b>describe</b> key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</p>	<p><b>Love</b> SALVATION – 2A.5 Why do Christians call the day Jesus died ‘Good Friday’? <b>Contextualise –</b> They can begin to <b>describe</b> how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</p>	<p>KINGDOM OF GOD – 2A.6 When Jesus left, what was the impact of Pentecost? <b>Evaluate –</b> They can begin to <b>evaluate</b> human experience of the concepts by <b>describing</b> their value to people and through <b>dialoguing</b> with others can recognise, <b>identify</b> and <b>describe</b> some issues raised.</p>	<p>CONCEPT: RITUAL RE027 Context Sukkot <b>Evaluate –</b> They can begin to <b>evaluate</b> human experience of the concepts by <b>describing</b> their value to people and through <b>dialoguing</b> with others can recognise, <b>identify</b> and <b>describe</b> some issues raised.</p>	JUDAISM
4	<p>PEOPLE OF GOD – 2A.2 What is it like to follow ‘God’? <b>Communicate –</b> Children can <b>describe</b> their own responses to the human experience of the concepts studied.</p>	<p>INCARNATION/GOD – 2A.3 What is the trinity? <b>Apply –</b> They can <b>describe</b> examples of how their responses are, or can be, applied in their own lives and the lives of others.</p>	<p>GOSPEL – 2A.4 What kind of World did Jesus want? <b>Inquire -</b> They can <b>describe</b> key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</p>	<p>CONCEPT: FREEDOM RE020 Context Passover <b>Contextualise –</b> They can <b>describe</b> how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</p>	<p>CONCEPT: AUTHORITY RE027 Context Torah (VISIT Synagogue) <b>Evaluate –</b> They can <b>evaluate</b> human experience of the concepts by <b>describing</b> their value to people and through <b>dialoguing</b> with others can recognise, <b>identify</b> and <b>describe</b> some issues raised.</p>	<p>CONCEPT: SYMBOL RE038 Context Trees <b>Evaluate –</b> They can <b>evaluate</b> human experience of the concepts by <b>describing</b> their value to people and through <b>dialoguing</b> with others can recognise, <b>identify</b> and <b>describe</b> some issues raised.</p>	
5	<p><b>Love</b> GOD – 2B.1 What does it mean if ‘God’ is holy and loving? <b>Communicate –</b> Children and young people are beginning to <b>explain</b> their own response to the human experience of the concept explored.</p>	<p>INCARNATION - 2B.4 Was Jesus the Messiah? <b>Apply –</b> They are beginning to <b>explain</b> examples of how their responses to the concepts can be applied in their own lives and the lives of others.</p>	<p><b>Belonging</b> CONCEPT: BELONGING RE040 Context shahada and salat <b>Inquire -</b> Children and young people are beginning to <b>explain</b> key concepts that are common to all people (A concepts) as</p>	<p>SALVATION – 2B.6 What did Jesus do to save human beings? <b>Contextualise –</b> They can begin to <b>explain</b> how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people</p>	<p>CONCEPT: RITUAL RE040 Context wudu and Eid-ul-Fitr <b>Evaluate –</b> They can begin to <b>evaluate</b> the concepts by <b>explaining</b> their value to people living a religious life by <b>drawing</b></p>	<p>PEOPLE OF GOD – 2B.3 How can following ‘God’ bring freedom and justice? <b>Evaluate –</b> They can begin to <b>evaluate</b> the concepts by <b>explaining</b> their value to people living a religious life by <b>drawing</b> and examples.</p>	ISLAM

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		<b>Pondering Time – Humanism</b>	well as those that are common to many religions (B concepts) and they can <b>describe</b> some key concepts that are particular to the specific religions studied (C concepts).	living a religious life in the religion studied.	and examples. <b>Dialoguing</b> with other children will enable them to discern for themselves and so <b>identify and describe</b> in increasingly complex ways some of the issues they raise.	<b>Dialoguing</b> with other children will enable them to discern for themselves and so <b>identify and describe</b> in increasingly complex ways some of the issues they raise.  BUDDHISM
6	CREATION/FALL – 2B.2 Creation and science: conflicting or complementary? <b>Communicate –</b> Children and young people can <b>explain</b> their own response to the human experience of the concept explored. <b>Pondering time – Humanism?</b>	<b>Special</b> KINGDOM OF GOD – 2B.8 What kind of king is Jesus? <b>Apply –</b> They can <b>explain</b> examples of how their responses to the concepts can be applied in their own lives and the lives of others.	<b>Community</b> CONCEPT: COMMUNITY RE040 Context Hajj, sawm and zakat <b>Inquire -</b> Children and young people can <b>explain</b> key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can <b>describe</b> some key concepts that are particular to the specific religions studied (C concepts).	<b>SALVATION – 2B.7</b> What difference does the resurrection make to Christians? <b>Contextualise –</b> They can <b>explain</b> how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied.	<b>GOSPEL – 2B.5</b> What would Jesus do? <b>Evaluate –</b> They can <b>evaluate</b> the concepts by <b>explaining</b> their value to people living a religious life by <b>drawing</b> and examples. <b>Dialoguing</b> with other children will enable them to discern for themselves and so <b>identify and describe</b> in increasingly complex ways some of the issues they raise. <b>Pondering time – Humanism?</b>	<b>CONCEPT: PEACE</b> RE040 Context The Muslim faith <b>Evaluate –</b> They can <b>evaluate</b> the concepts by <b>explaining</b> their value to people living a religious life by <b>drawing</b> and examples. <b>Dialoguing</b> with other children will enable them to discern for themselves and so <b>identify and describe</b> in increasingly complex ways some of the issues they raise.
	CREATION	INCARNATION		SALVATION		

Understanding Christianity

Living Difference III

Links to locality – New Forest

20% pondering time