

BROCKENHURST CE PRIMARY SCHOOL – RE SCHEME OF WORK 2025 -2026

|   | AUT 1  | AUT 2   | SPR 1   | SPR 2   | SUM 1  | SUM 2   | WORLD FAITHS   |
|---|--|---|---|---|--|---|--|
| R | <p><b>Belonging</b><br/>All about Me<br/>What is important to me?</p>  | <p><b>Celebration (birthdays)</b><br/>What is the nativity?<br/>INCARNATION – F2<br/>Why do Christians perform nativity plays at Christmas?</p>   | <p>Stories that Jesus told us</p>   | <p>Why do we celebrate Easter?<br/>SALVATION – F3<br/>Why do Christians put a cross in an Easter garden?</p>  | <p><b>Special</b><br/>Places- Brockenhurst Churches (visits to our local Churches) special places – temple</p>   | <p><b>Special</b><br/>CONCEPT: SPECIAL (RE023)<br/>Context Special Clothes across religions</p>   |  |
| 1 | <p>CREATION – 1.2<br/>Who made the World?<br/><b>Communicate –</b><br/>Children can <b>talk</b> about their own responses to their experiences of the concepts explored.</p>   | <p>CONCEPT: ANGELS RE001<br/>Context ...<br/><b>Apply –</b><br/>They can <b>identify</b> how their responses relate to events in their own lives.</p>   | <p><b>Belonging</b><br/>CONCEPT: REMEMBERING RE012<br/>Context Festival of Holi<br/><b>Inquire -</b><br/>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><br/>SALVATION - 1.5<br/>Why does Easter matter to Christians?<br/><b>Contextualise –</b><br/>They can <b>recognise</b> that the concept is expressed in the way of life of the people studied..</p>  | <p>CONCEPT: PRECIOUS RE028<br/>Context Water<br/><b>Evaluate –</b><br/>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<br/>Context Festival of Janmashtami<br/><b>Evaluate –</b><br/>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><b>HINDUISM</b><br/><b>Diwali Day focus – Year R, 1 and 2</b></p> |
| 2 | <p><b>Love</b><br/>GOD – 1.1<br/>What do Christians believe 'God' is like?<br/><b>Communicate –</b><br/>Children can <b>describe</b> in simple terms their responses to their experiences of the concepts studied.</p> | <p><b>Waiting (advent)</b><br/>INCARNATION – 1.3<br/>Why does Christmas matter to Christians?<br/><b>Apply –</b><br/>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><br/>How do Hindu's Worship?<br/><b>Inquire -</b><br/>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<br/>What is the good news Jesus brings?<br/><b>Contextualise –</b><br/>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><br/>Hindu Gods- who are the Gods?<br/><b>POWER</b><br/>RE.021<br/>CONCEPT: Hindu God Ganesh<br/><b>Evaluate –</b><br/>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><br/>CONCEPT: SPECIAL FOOD<br/>Context Christianity<br/><b>Evaluate –</b><br/>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> |  |

The Living Difference Planning Cycle is used for ALL RE units. The units which are supplemented with the Understanding Christianity Planning are highlighted in purple.

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| 3 | <p><b>Special</b><br/>CREATION/FALL – 2A.1<br/>What do Christians learn from the creation story?<br/><b>Communicate –</b><br/>Children can begin to <b>describe</b> their own responses to the human experience of the concepts studied.</p>    | <p><b>Special</b><br/>CONCEPT: SYMBOL RE015<br/>Context Hannukah<br/><b>Apply –</b><br/>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<br/>Context Mezuzah and Shema<br/><b>Inquire -</b><br/>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><br/>SALVATION – 2A.5<br/>Why do Christians call the day Jesus died ‘Good Friday’?<br/><b>Contextualise –</b><br/>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<br/>When Jesus left, what was the impact of Pentecost?<br/><b>Evaluate –</b><br/>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<br/>Context Sukkot<br/><b>Evaluate –</b><br/>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<br/>What is it like to follow ‘God’?<br/><b>Communicate –</b><br/>Children can <b>describe</b> their own responses to the human experience of the concepts studied.</p>   | <p>INCARNATION/GOD – 2A.3<br/>What is the trinity?<br/><b>Apply –</b><br/>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<br/>What kind of World did Jesus want?<br/><b>Inquire -</b><br/>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<br/>Context Passover<br/><b>Contextualise –</b><br/>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<br/>Context Torah (VISIT Synagogue)<br/><b>Evaluate –</b><br/>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<br/>Context Trees<br/><b>Evaluate –</b><br/>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><br/>GOD – 2B.1<br/>What does it mean if ‘God’ is holy and loving?<br/><b>Communicate –</b><br/>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<br/>Was Jesus the Messiah?<br/><b>Apply –</b><br/>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><br/>CONCEPT: BELONGING RE040<br/>Context shahada and salat<br/><b>Inquire -</b><br/>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<br/>What did Jesus do to save human beings?<br/><b>Contextualise –</b><br/>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<br/>Context wudu and Eid-ul-Fitr<br/><b>Evaluate –</b><br/>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<br/>How can following ‘God’ bring freedom and justice?<br/><b>Evaluate –</b><br/>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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|   |   |  | 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.<br><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.<br><br><b>Light touch on BUDDHISM</b>  |
| 6 | CREATION/FALL – 2B.2<br>Creation and science: conflicting or complementary?<br><b>Communicate</b> –<br>Children and young people can <b>explain</b> their own response to the human experience of the concept explored. | <b>Special</b><br>KINGDOM OF GOD – 2B.8<br>What kind of king is Jesus?<br><b>Apply</b> –<br>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><br>CONCEPT: COMMUNITY RE040<br>Context Hajj, sawm and zakat<br><b>Inquire</b> -<br>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</b> – 2B.7<br>What difference does the resurrection make to Christians?<br><b>Contextualise</b> –<br>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. | GOSPEL – 2B.5<br>What would Jesus do?<br><b>Evaluate</b> –<br>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.<br><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. | CONCEPT: PEACE RE040<br>Context The Muslim faith<br><b>Evaluate</b> –<br>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.<br><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

Interfaith Morning (Wednesday 12<sup>th</sup> November) Focus on Buddhism for the whole school