

**RE Golden Threads and Sticky knowledge**

**Golden Threads:**

1. Faiths in Text
2. Faiths in Practice (Impact/social aspects)
3. Deeper exploration of Faiths (philosophical ideas)

**Sticky Knowledge linked to the Golden Threads**

Buttercups – Reception: particular links to ELG of past and present and People, culture and communities. (Red updated in line with Emmanuel Project)

	Autumn	Spring	Summer
<b>Faiths in Text</b>	<p>To talk about something in the creation story.</p> <p>To recall some of the story of the nativity</p>	<p>To learn about the stories of Rama and Sita and the Maccabees.</p> <p>To know the key events of Good Friday and Easter Sunday -Jesus died and Jesus came back from the dead.</p>	<p>To explore some stories of Jesus' miracles and parables.</p>
<b>Faiths in Practice (Impact/social aspects)</b>	<p>To know Christians go to church to give thanks to God</p> <p>Harvest is special because we say thank you to God for all the food that has been grown this year.</p>	<p>To understand that light is important in some religions and special festivals e.g. Diwali and Hannukah.</p> <p>To understand that Easter is a special celebration for Christians</p>	<p>To know that there is a religion called Judaism that is very old and its followers are called Jews.</p> <p>To know Jesus taught us lessons about how to treat each other.</p>

	I can recognise something a family is doing at Christmas because they are Christians		
<b>Deeper exploration of Faiths (philosophical ideas)</b>	<p>To understand that Christians believe in a being called God.</p> <p>To know that God is a special name for Christians. To talk about special people to me</p> <p>To understand that Christians believe a special baby was born at Christmas</p>	<p>To know that many people believe in a religion - something that helps them make good choices and that there are different religions.</p> <p>To begin to understand that light is a symbol about hope and good winning out over bad.</p> <p>To know Easter is unusual because it is both sad and happy.</p>	<p>Jews believe in one God who made everything and looks after us.</p> <p>To know that Christians believe Jesus was both a human and God and that they call him the Son Of God.</p>

Poppy - Year 1/2

	Cycle 1			Cycle 2		
<b>Faiths in Text</b>	<p>To be able to re-tell the key events and key figures surrounding the birth of Jesus.</p> <p>To understand that Christians know about Jesus from 4 books in the part of the Christian Bible called the Gospels and that</p>	<p>To be able to re-tell key events</p> <p>Donkey ride into Jerusalem - Palm Sunday, Last Super, betrayal by Judas, events of Good Friday and Easter Sunday.</p>	<p>Be able to re-tell the Creation story and understand this is 'the beginning' of the Bible story.</p>	<p>To know Jesus' special work for God began when he was about 30 years old and that he had been a normal man (a</p>	<p>To be able to re-tell the story of Moses and how he was born a Jew but raised as an Egyptian Prince and that his story comes</p>	<p>To become familiar with the parable of the Lost Son and understand what Christians</p>

	Gospel means 'Good News' and that they are part of the New Testament.		<p>To understand the Christian Bible has 2 parts (Old and New Testaments) and that Christians share the first part with Jewish people and that the New Testament is about Jesus and his special friends.</p> <p>To be able to re-tell some key figure stories from the OT.</p>	<p>Carpenter like his human dad, Joseph).</p> <p>To Know and re-tell some key Gospel stories and explain their message</p> <p>Learn how some of the stories influence ideas Christians believe in.</p>	<p>from the Old Testament.</p> <p>To learn about the events of Holy Week and start to link with salvation being a type of rescuing - He died and was resurrected to show that all can be overcome and forgiven.</p>	believe this tells us about God.
<b>Faiths in Practice (Impact/social aspects)</b>	<p>To understand what happens in Church (prayer/worship/song/reflection). To know the names of some rituals that happen in church and what they mean: worship, marriage, funerals, baptism (communion) along with key festivals -Christmas and Easter.</p>	<p>To know a synagogue is a special place for Jewish worship and some of the rituals they celebrate there.</p> <p>To make links with the learning about a church, exploring some</p>	<p>To reflect on the significance of the Creation story for Jews/Christians and Muslims and how we have to look</p>	<p>To learn that Jesus helped people and taught lessons about how Christians should behave towards each other following</p>	<p>To learn about the celebration of Pessach-Passover and make links to Diwali and Christmas/Easter as celebrations of hope.</p>	<p>To identify bad things that humans do to the planet and ways we can make this better.</p>

		similarities and differences.	after the planet.	his example e.g. giving to charity, caring for others and admitting to wrong doing.	To know some of the rituals Christians observe at Easter and why e.g. Lent, Hot Cross Buns, going to Church.	
<b>Deeper exploration of Faiths (philosophical ideas)</b>	<p>To explore the idea of a special place.</p> <p>To understand that Christians believe Jesus was the Son of God and that he came to show us how to live and 'make up' for the bad things people do and that this has a special name - incarnation - God coming to live with us as one of us.</p>	<p>To know Jews and Christians worship the same God and that Jesus was Jewish/Christianity came from Judaism.</p> <p>To understand why and how Jesus had upset religious leaders - challenging authority and injustice around his death and evaluate whether this is fair.</p>	<p>To understand that the Creation story is also about why bad things happen.</p> <p>To reflect on the lessons Jewish and Christian (and Muslim) believers learn from stories in the Old Testament.</p>	<p>Understand that Gospel means Good news and is linked to both Jesus being God born as a human and the lessons he taught.</p>	<p>To understand that God chose Moses to help the Jewish people be free.</p> <p>To know that Jews and Christians and Muslims (not yet studied) believe God looks after them as long as they believe in Him.</p> <p>To understand that Jesus dying and coming back to life is linked to a word called 'salvation' -</p>	<p>To reflect on how Christians' beliefs influence their actions - saying sorry and asking/giving forgiveness and making good choices.</p> <p>Link back to Genesis creation and emphasise God's pleasure and love for his Creation Express /artistically represent aspects of the</p>

					making up for all the bad things people have done since Creation began. Link to earlier work on light and hope.	beauty of Creation.
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Willow – Year 3 and 4

Term 1

Term 2

	Cycle 1			Cycle 2		
<b>Faiths in Text</b>	<p>Investigate events around Adam and Eve- The Fall, Salvation.</p> <p>Revisit learning about Christmas story events from previous 3 years</p>	<p>To understand that Muslims believe God gave him special instructions as to how we should live and these were written down later in the Qu’ran</p> <p>To be able to place salvation within the Big Picture of Creation, Fall, Incarnation and Gospel</p>	<p>-explore the deeper meaning of several parables : the leper, the Good Samaritan -as suggested in UC. How Jesus was the friend to the friendless</p>	<p>Explore the story of Noah and its links to The Fall (link to Moses)</p>		<p>Explore Acts 2 and discuss the Holy Spirit and deepen understanding that the word church means more than just a building</p>

<p><b>Faiths in Practice (Impact/social aspects)</b></p>	<p>Investigate how Christians actions are influenced by their beliefs about God as Creator.</p> <p>Revisit the meaning of incarnation from why does Christmas matter to Christians?</p>	<p>-To know Islam is built on 5 pillars and what they are and link them to their own experiences</p> <p>To revisit and identify the key events from entry to Jerusalem to Easter Sunday</p>	<p>-learn about the first disciples becoming fishers of men and what Jesus meant by this</p> <p>To understand that the Qu'ran is sacred only for Muslims and that Jesus is important to Christians and Muslims but not Jews</p>	<p>Identify themes of God keeping a promise and Noah being faithful to God when others were not</p> <p>Understand the concept of covenant - a special promise</p>	<p>Understand the meaning of pilgrimage as a special journey with link to Moses too as a key figure in both faiths</p> <p>Understand that there are many different types of Christian</p>	<p>Identify differences and similarities in building/space use and some of the ritual significance e.g. alter in synagogue/church E. g. font unique to Christianity but Muslims wash feet before entry</p> <p>Identify ways Christians behave because of being part of the church</p>
<p><b>Deeper exploration of Faiths (philosophical ideas)</b></p>	<p>How should we act towards others and the rest of Creation?</p> <p>Identify how Christmas has become commercial and make a link to work on beauty of Creation and how consumerism is damaging the planet.</p>	<p>-To link the five pillars to secular and Christian life: one God, charitable giving, worship, pilgrimage, a key central figure - Jesus/Mohammed</p> <p>Reflect how we could turn bad news into good and link the story of Good Friday to the need for resilience</p>	<p>-assess how they could be like Jesus in their own behaviour choices</p> <p>To evaluate similarities and differences between the 3 and reflect on why they are so special to people of Faith</p>	<p>Reflect on special promises in their own lives</p>	<p>Reflect on special journeys they have made (could be holiday or could be moving house/school etc)</p> <p>Express written justifications of analysis of key figures emotions/feelings</p>	<p>Explain a space that is sacred for them and why/how</p> <p>Reflect on the positive role models and influences in their lives</p>

		in our own lives and the value of having a positive attitude.				
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Oakwood - Year 5/6 Term 1 Term 2

	Cycle 1			Cycle 2		
<b>Faiths in Text</b>	<p>Identify a broader range of Biblical text genre (Psalm, Prophetic, Gospel)</p> <p>Investigate Genesis 1 and become familiar with story and the place of Creation</p>	<p>Explore Hindu understanding from stories about meaning of Brahman</p> <p>Study moksha from Hindu texts</p>	<p>Revisit story of Moses</p> <p>Extract lessons to be learnt/behaviours to adhere to/avoid taken from Bible stories</p> <p>Investigate and perform Luke account of resurrection identifying key events, witnesses and themes</p> <p>Explore how different interpretations of events are possible(refer to</p>	<p>Explore Gospel accounts of Jesus' baptism by John</p> <p>Identify God's 3 ways of Being in the Gospel account</p> <p>Explore Biblical text linked to incarnation especially John 'I am' and what this says about Jesus.</p>	<p>Explore Buddha's life story and his enlightenment and its development in Buddhist text</p> <p>The 4 noble truths and the eightfold path</p> <p>Be able to place incarnation and salvation within the whole Big Picture context</p>	<p>Investigate range of writing styles found in the Gospels</p> <p>Link Biblical texts to ideas of Kingdom of God coming from ideas about the People of God from the OT</p> <p>Reflect on how readings are open to different interpretations</p>

			Matthew for a differing account)			
<b>Faiths in Practice (Impact/social aspects)</b>	<p>Reflect on how Christians use these beliefs to influence their actions.</p> <p>Reflect on the impact of God being Creator on Christian's beliefs and behaviours (e.g. caring for the whole of creation)</p>	<p>Investigate how belief impacts on Life/worship</p> <p>Explore role of belief in moksha and its effect on worship</p>	<p>Identify how beliefs influence Christians ethical choices with a study MLK</p> <p>Link events to Good Friday and Easter Sunday worship</p>	<p>Be able to explain the rite of baptism within the Big Picture, particularly incarnation. Gospel and Salvation</p> <p>Find evidence of Jesus in church and how this links to Christian Faith/practice/beliefs about Jesus</p>	<p>Understand the impact of belief in enlightenment within Buddhist community/practice</p> <p>Link events to the rite of Holy Communion</p> <p>Evaluate how Christian belief in the resurrection influences Christian behaviour/action in the world</p>	<p>Identify themes found in teachings /parables of Jesus</p> <p>Explore how Christians try to follow the example of Jesus</p> <p>Link Christian worship/practice to Kingdom of God</p>
<b>Deeper exploration of Faiths (philosophical ideas)</b>	<p>Establish links between text and what Christians believe God is like.</p> <p>Identify different interpretations of this text and what Creator could mean</p>	<p>Understand technical terms linked to Hinduism e.g. polytheism/monotheism</p> <p>Reflect on different paths to moksha being available to Hindus</p>	<p>Make link between personal/political freedom and theological freedom</p> <p>Link to previous work on creation to clarify difference between literal</p>	<p>Understand that Christianity is unique in thinking of God as Trinity but that it is the same God of Judaism and Islam</p> <p>Address philosophical conundrum of incarnation (link to Trinity) and cultural</p>	<p>Explore the role of meditation and compare it to monotheist prayer traditions</p> <p>Understand the death of Jesus as a form of sacrifice and make relevant Biblical links</p>	<p>Summarise how some of these moral ideas/rules can be applied in their lives.</p> <p>Explain how Ideas of the Kingdom of God could impact on their own behaviours and</p>



	Evaluate the compatibility of Scientific and Christian views of Creation		and allegorical interpretations Summarise different Christian views	significance of many different representations of Jesus	Know there are differing views of the events around the resurrection and its meaning/significance	beliefs and the wider community
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