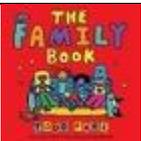
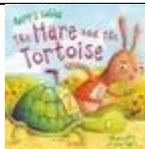
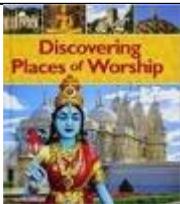
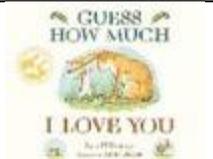
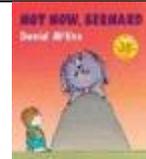
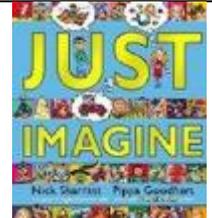
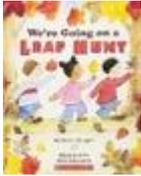
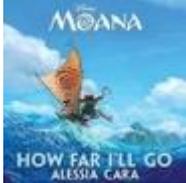
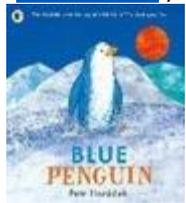
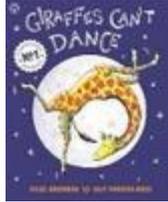
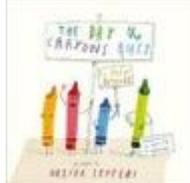
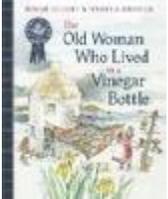
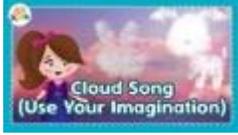




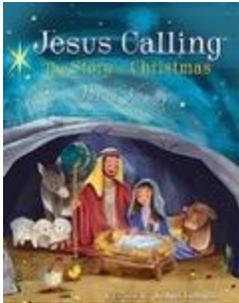
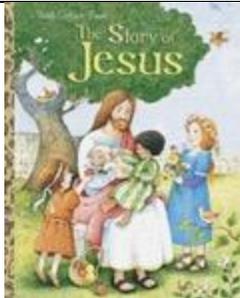
Nursery						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question Discovery RE and RE</b>	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
<b>Concept</b>	Special People	Incarnation	Celebration	Salvation	Stories	Special People
<b>Religion Studied</b>	Christianity, Judaism	Christianity	Hinduism	Christianity	Christianity, Islam, Hinduism and Sikhism	Christianity, Islam and Judaism
<b>Key Story(ies)</b>	 The Family Book- Todd Parr Jesus Healing the Paralysed Man (Mark 2:1-12) Jesus Healing the Blind Bartimaeus (Mark 10:46-52) The Story of Moses (Exodus 20)	 The Shepherd Girl of Bethlehem- Carey Morning and Alan Marks The Story of Christmas (Matthew 1:18-25)	 The Story of Chinese New Year  The Flowers Came, Spring Arrived: A Nowruz Story  Holi: A Hindu Festival	 Wake Up, It's Spring- Lisa Campbell-Ernst The Easter Story (Matthew 26:36-46 & Luke 22:39-46)	 The Hare and the Tortoise- Monika Flipina The Crocodile and the Priest Bilal and the Beautiful Butterfly The Gold Giving Serpent Snake Best Friends An Elephant Rhyme The Lost Sheep Story (Matthew 18:10-14)	 Discovering Places of Worship- Izzi Howell
<b>Key Artefact(s)</b>	Pictures of families from around the world Pictures of Jesus	Wrapping paper Presents Nativity Scene	Pictures of Chinese New Year Celebrations Winter and Spring Pictures	Pictures of Spring Decorated Easter eggs & hot cross buns	Butterfly pictures Pictures of sheep Scenes from The Lost Sheep	Pictures of homes from around the world Pictures of places of worship- church,

			Holi Festival Pictures	Pictures of the Easter Story		mosque, synagogue Artefacts from different places of worship
<b>Key Vocabulary</b>	Friends Family Special	Giving Receiving Celebration Christmas	Celebration Seasons Good vs Evil	Spring New beginnings Celebration Easter	Parable Encouragement Care	Home Worship Special places
<b>Enrichment</b>		Christingle Service Whole school Nativity Christmas Party	Making masks for Chinese New Year Creating a Holi scene using paint	Visits to All Saints- Ash Wednesday Whole school Easter Focus Easter bonnets Decorating Easter Eggs	Caring for butterflies in class	Visiting All Saints Inviting in different faith leaders to talk to the children
<b>P.S.H.E. Overview</b>						
<p><b>Think Equal Programme of Study-</b> THINK EQUAL is a global not-for-profit charity. Our mission is to teach all children that all humans are equal and equally to be valued. We want to eliminate discrimination, disrespect, and violence from the next generation, and bring empathy, wellbeing, loving relationships, pro-social behaviours and attitudes in their place.</p> <p>One story from the programme completed on a weekly basis over the course of the nursery year.</p>						
<b>P4C Overview</b>						
<b>P4C Theme</b>	Family and Friendships	Environment	Journeys and Adventures	Same/Differences	Health and Wellbeing	Reality/Imagination
<b>Stimulus</b>	 Guess How Much I Love you- Sam Mc Bratney	 Lava (YouTube clip: <a href="https://www.youtube.com/watch?v=u4dTLJ9q9o">https://www.youtube.com/watch?v=u4dTLJ9q9o</a> )	 Lost and Found- Oliver Jeffers	 Day and Night (YouTube clip: <a href="https://www.youtube.com/watch?v=u4dTLJ9q9o">https://www.youtube.com/watch?v=u4dTLJ9q9o</a> )	 Not Now Bernard- David Mckee	 Just Imagine- Pippa Goodhart

	 <p>Friends Forever (YouTube clip: <a href="https://www.youtube.com/watch?v=q-NKpDTwMms">https://www.youtube.com/watch?v=q-NKpDTwMms</a> )</p>  <p>The Bad Tempered Ladybird- Eric Carle</p>	 <p>Autumn Leaves are Falling Down (YouTube clip: <a href="https://www.youtube.com/watch?v=CyJlfdA71Lc">https://www.youtube.com/watch?v=CyJlfdA71Lc</a> )</p>  <p>We're Going on a Leaf Hunt- Steve Metzger</p>	 <p>How Far I'll Go (YouTube clip: <a href="https://www.youtube.com/watch?v=cPAbx5kgCJo">https://www.youtube.com/watch?v=cPAbx5kgCJo</a> )</p>  <p>Blue Penguin- Petr Horacek</p>	<p><a href="https://www.youtube.com/watch?v=XpChrlahnOw">be.com/watch?v=XpChrlahnOw</a> )</p>  <p>Giraffes Can't Dance- Giles Andreae</p>  <p>The Day the Crayons Quit- Oliver Jeffers</p>	 <p>The Old Woman in the Vinegar Bottle- Rumer Godden</p>  <p>The Healthy Eating Song (YouTube clip: <a href="https://www.youtube.com/watch?v=-JldSBUQB34">https://www.youtube.com/watch?v=-JldSBUQB34</a> )</p>	 <p>Cloud Song, Use your Imagination (YouTube clip: <a href="https://www.youtube.com/watch?v=KlIzAcDnRc">https://www.youtube.com/watch?v=KlIzAcDnRc</a> )</p>  <p>The Dot- Peter H. Reynolds</p>
<p><b>4C's Skills</b></p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus</p>	<p>I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely</p>
<p><b>Nursery conceptual application</b></p>						
<p><b>Skills</b></p>	<p>Self/others, family,</p>	<p>Showing care to</p>	<p>Response inhibition</p>	<p>Celebrating</p>	<p>Self-awareness</p>	



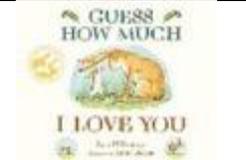
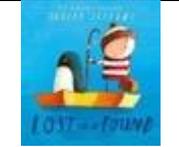
	friends, appreciating similarities /differences in families	others, to ourselves, the environment	- can you wait to open a present?	differences  Early cognitive flexibility		
<b>Knowledge</b>	What makes your/each family special?	Know what makes you/others happy/upset	Knowing how you celebrate and how you feel at times of celebration	Understanding difference/change	Know how to take care of yourself and others	

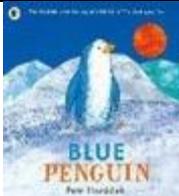
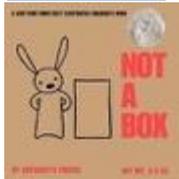
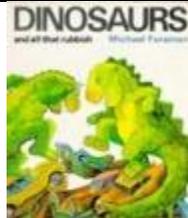
Reception						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question</b>	Who made the wonderful world and why?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	Who cares for this special world?	How did Jesus rescue people?
<b>Concept</b>	Creation	Incarnation	Celebration	Salvation	Salvation	Special People
<b>Religion Studied</b>	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
<b>Key Story(ies)</b>	 Psalm 139: 13-14	 Mathew 2 10 - 12	 Luke 22:70	 Palm Sunday: for example, Matthew 21:1–11 Jesus’ arrest, death and burial: for example Matthew 26:47–56; 27:15–66 Jesus’ resurrection: for example Matthew 28:1–15 Easter morning in the garden: John 20:1–18 (Jesus and Mary)	 The feeding of the five thousand (John 6:1-13) Jesus’ birth is announced (Luke 1:26–38/Matthew 1:18–25) Jesus is born in Bethlehem (Luke 2:1–7) Shepherds (Luke 2:8–20) and magi (wise men) visit (Matthew 2:1–12) No one has ever seen God because God is spirit (see John 4:24), but Jesus makes Him known (see John 1:18).	 Me and My Mum/Me and My Dad- Alison Ritchie Jesus Healing the Paralysed Man (Mark 2:1-12) Jesus Healing the Blind Bartimaeus (Mark 10:46-52) The Story of Moses (Exodus 20)

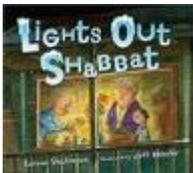
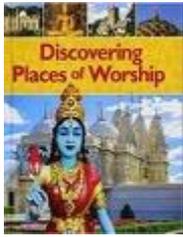
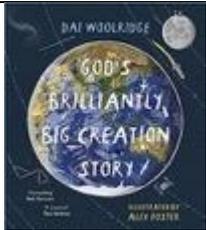


<b>Key Artefact(s)</b>	Globe World map Creation pictures	Nativity scene Nativity costumes/props Christmas carols	Pictures of Jesus Props for stories Crucifix	Palm crosses Images of Easter celebrations Bibles with Easter stories/texts The Lord's Prayer		Pictures of families from around the world Pictures of Jesus
<b>Key Vocabulary</b>	Creation God Created	Christmas Nativity King	Jesus Christianity Son of God	Prayer Forgiveness Sin Saviour	Moral	Miracle Help Care
<b>Enrichment</b>	Harvest Festival- Visit to All Saints	Christingle Service Whole school Nativity Christmas Party		Visits to All Saints- Ash Wednesday Whole school Easter Focus Easter bonnets Easter cards Making Easter gardens		
<b>P.S.H.E. Overview</b>						
<b>Jigsaw Piece</b>	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Outcomes</b>	I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways	I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Y1



	<p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	<p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	<p>I can talk about my worries and/or the things I am looking forward to about being in Y1</p> <p>I can share my memories of the best bits of this year in Reception</p>
<b>P4C Overview</b>						
<b>P4C Theme</b>	Family and Friendships	Journeys and Adventures	Reality/Dreams	Environment	Same/Different	Good/Evil
<b>Stimulus</b>	 <p>Guess How Much I Love you- Sam Mc Bratney</p>  <p>Friends Furever (YouTube clip: <a href="https://www.youtube.com/watch?v=PAbx5kgCJo">https://www.youtube.com/watch?v=PAbx5kgCJo</a>)</p>	 <p>Lost and Found- Oliver Jeffers</p>  <p>How Far I'll Go (YouTube clip: <a href="https://www.youtube.com/watch?v=cPAbx5kgCJo">https://www.youtube.com/watch?v=cPAbx5kgCJo</a>)</p>	 <p>Just Imagine- Pippa Goodhart</p>  <p>Presto (YouTube clip: <a href="https://www.youtube.com/watch?v=cPAbx5kgCJo">https://www.youtube.com/watch?v=cPAbx5kgCJo</a>)</p>	 <p>Lava (YouTube clip: <a href="https://www.youtube.com/watch?v=u4dTLJ9q9o">https://www.youtube.com/watch?v=u4dTLJ9q9o</a>)</p>  <p>Whadayamean- John Burningham</p>	 <p>Day and Night (YouTube clip: <a href="https://www.youtube.com/watch?v=XpCHrlahnOw">https://www.youtube.com/watch?v=XpCHrlahnOw</a>)</p>  <p>All are Welcome- Alexandra Penfold</p>	 <p>Supertato- Sue Hendra</p>  <p>Let's be Superheroes (YouTube clip: <a href="https://www.youtube.com/watch?v=cPAbx5kgCJo">https://www.youtube.com/watch?v=cPAbx5kgCJo</a>)</p>

	<p><a href="https://www.youtube.com/watch?v=q-NKpDTwMms">be.com/watch?v=q-NKpDTwMms</a> )</p>  <p>The Bad Tempered Ladybird- Eric Carle</p>	 <p>Blue Penguin- Petr Horacek</p>	<p><a href="https://www.youtube.com/watch?v=D4Dnm6dkOVI">be.com/watch?v=D4Dnm6dkOVI</a> )</p>  <p>Not a Box- Antoinette Portis</p>	 <p>Dinosaurs and all that rubbish- Michael Foreman</p>	 <p>We're Different, We're the Same- Bobbi Jane Kates</p>	<p><a href="https://www.youtube.com/watch?v=P4y4fhsx3Ct4">be.com/watch?v=P4y4fhsx3Ct4</a> )</p>  <p>Traction Man- Mini Grey</p>
<b>4C's Skills</b>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus</p>	<p>I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely</p>
<b>Reception conceptual application</b>						
<b>Skills</b>	<p>Turn taking Self-identity</p>	<p>Celebrating difference</p>	<p>Talking about dreams/aspirations /goals</p>	<p>Being kind, caring, respectful</p>		
<b>Knowledge</b>	<p>I know what makes me the same and different to other people</p>	<p>I can identify my strengths and my next steps</p>	<p>I can identify my goals and say how I can achieve them</p>	<p>I know how to apologise I know why I apologise</p>		

Year 1						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question</b>	What responsibility has God given people about taking care of creation?  (6 sessions)	Why is each person important in the Nativity story?  (5 sessions)	What is it like to live as a Jewish person?  (6 sessions)	Why is Easter the most important festival for Christians?  (4 sessions)	Islam  What does it mean to be a Muslim?  (6 sessions)	Why did Jesus tell stories?  (6 sessions)
<b>Concept</b>	God/Torah/ the People	Incarnation	Gospel	Salvation	Belief and Practises	Creation
<b>Religion Studied</b>	Christianity	Christianity	Judaism	Christianity	World Faith	Christianity
<b>SMSC Links</b>	Spiritual/Moral	Spiritual/Cultural	Moral/Social	Spiritual/Cultural	Spiritual/Cultural	Spiritual/Cultural
<b>Key Story(ies)</b>	 Sammy Spider's First Shabbat- Sylvia Rouse  	 The Birth of Jesus Luke 1:26–38, 2:1–20, Matthew 1:18–2:12	 Say Hello- Jack and Michael Foreman  Story of Zacchaeus (Luke 19:1-9)  Stilling the Storm (Luke 8: 22-25)	 Jesus' entry into Jerusalem (John 12:12–15)  Jesus' betrayal and arrest (Luke 22:47–53)	 Discovering Places of Worship- Izzi Howell	 God's Brilliantly Big Creation Story- Dai Woolridge  Genesis 1:1-2:3



	Lights out Shabbat-Sarene Shulimson		Mary, Martha and Lazarus (Luke 10: 38-41)	Crucifixion, death and burial (Luke 23:26-56) Finding the empty tomb (Luke 24:1-12) Jesus appearing to Mary Magdalene and the disciples (John 20:11-23)		
<b>Key Artefact(s)</b>	Kippah Pictures of a Shabbat table Challah loaf/Kiddush cups/Shabbat candle sticks	Nativity Cribs Christmas carols Artwork of Jesus's birth	Images relating to friendship Images relating to the Bibles passages The Jigsaw Charter	Palm leaves Pictures linked to Easter/traditions Decorated Easter eggs	Puja tray Deities Hindu temple	Bibles Poem- Stories about God Art related to Creation
<b>Key Vocabulary</b>	Shabbat/rest Kippah Kiddush/prayer	Gospel Birth Good news Advent Christmas	Friendship Enemy Included	Easter Palm Holy Week	Hindu Mandir worship	Creation God Life



<b>Enrichment</b>	Holding a special meal together as a class	Sending cards/present to children overseas  Nativity performance  Christingle Service-All Saints	Teaching younger children how to be good friends/problem solve	Ash Wednesday Service-All Saints  Whole school Easter Focus  Easter bonnets	Visit a Hindu temple	Art around Creation  Harvest Festival Service- All Saints
<b>P.S.H.E. Overview</b>						
<b>Jigsaw Piece</b>	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Outcomes</b>	I feel special and safe in my class  I know that I belong to my class  I know how to make my class a safe place for everybody to learn  I recognise how it feels to be proud of an achievement	I can tell you some ways in which I am the same as my friends  I can tell you some ways I am different from my friends  I understand how being	I can tell you about a thing I do well  I can tell you how I learn best  I can celebrate achievement with my partner  I can identify how I feel when I am	I know how it feels to belong to a family and care about the people who are important to me  I know how to make a new friend  I can recognise which forms of physical contact are acceptable	I know how it feels to belong to a family and care about the people who are important to me  I know how to make a new friend  I can recognise which forms of physical contact are acceptable	I understand that changes happen as we grow and that this is OK  I know that changes are OK and that sometimes they will happen whether I want them to or not  I understand that growing up is



	<p>I recognise the range of feelings when I face certain consequences</p> <p>I understand my choices in following the Learning Charter</p>	<p>bullied might feel</p> <p>I can be kind to children who are bullied</p> <p>I know how it feels to make a new friend</p> <p>I understand these differences make us all special and unique</p>	<p>faced with a new challenge</p> <p>I know how I feel when I see obstacles and how I feel when I overcome them</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>and unacceptable to me</p> <p>I know when I need help and know how to ask for it</p> <p>I know ways to praise myself</p> <p>I can express how I feel about them</p>	<p>and unacceptable to me</p> <p>I know when I need help and know how to ask for it</p> <p>I know ways to praise myself</p> <p>I can express how I feel about them</p>	<p>natural and that everybody grows at different rates</p> <p>I respect my body and understand which parts are private</p> <p>I enjoy learning new things</p> <p>I know some ways to cope with changes</p>
<b>P4C Theme</b>	Community	Family/Friendships	Fairness/Differences	Animal welfare	Good/Evil	Environment
<b>Stimulus</b>	<p>The Bear and The Piano- David R. L. Litchfield (Book)</p> <p>Voices in the Park- Anthony Browne (Book)</p>	Owl Babies- Martin Waddle (Book)	<p>Yertle the turtle- Dr Suess (YouTube)</p> <p>Purl- Pixar Short (YouTube)</p>	<p>Just Imagine- Nick Sharratt (Book)</p> <p>The Bog Baby- Jeannie Willis (Book)</p>		<p>Lava- Disney Music (YouTube)</p> <p>Whadayamean- John Burningham (Book)</p>



	<p>Purl- Pixar Short (YouTube)</p>	<p>Johnny Sings Scene- Sing (YouTube)</p> <p>Friends Furever (YouTube)</p>	<p>Giraffes Can't Dance- Giles Andreae (Book)</p>	<p>Kitbull- Pixar (YouTube)</p>	<p>Supertato- Sue Hendra</p>  <p>Let's be Superheroes (YouTube clip: <a href="https://www.youtube.com/watch?v=Py4fhsx3Ct4">https://www.youtube.com/watch?v=Py4fhsx3Ct4</a> )</p>  <p>Traction Man- Mini Grey</p>	<p>Dinosaurs and all that rubbish- Michael Foreman (Book)</p>
<b>4C's Skills</b>	<p>I can wait my turn</p> <p>I can show I have been listening to others</p> <p>I can speak politely to adults and peers</p>	<p>I can wait my turn</p> <p>I can show I have been listening to others</p>	<p>I can build on others ideas</p> <p>I can be an effective member in small group tasks</p>	<p>I can build on others ideas</p> <p>I can be an effective member in small group tasks</p>	<p>I can make connections to ideas</p> <p>I can say how things are the same/different</p>	<p>I can suggest/evaluate different possibilities or ideas</p>



	<p>I can talk in a friendly way to peers</p> <p>I can agree with others respectfully and politely</p>	<p>I can speak politely to adults and peers</p> <p>I can talk in a friendly way to peers</p> <p>I can agree with others respectfully and politely</p>	<p>I can give ideas for my reasons supported with evidence</p>	<p>I can give ideas for my reasons supported with evidence</p>	<p>I can suggest what might happen if...</p> <p>I can ask questions about a stimulus</p>	<p>I can give reasons supported with evidence</p> <p>I can agree or disagree politely</p>
<b>Year 1 conceptual application</b>						
<b>Skills</b>		Celebrating difference	Turn-taking, listening, sharing	Caring, respecting others	Belonging, togetherness, being/feeling safe	Coping with change
<b>Knowledge</b>	I can say what makes me feel like I belong	<p>I know what I have in common with others</p> <p>I know what makes me different from others</p>	I know how to be a good friend/I can say what a good friend looks like	<p>I know how it feels to belong</p> <p>I know how to show care/respect to others</p>	I know who my trusted adults are	I know how I feel about change and I know what will help me cope with change



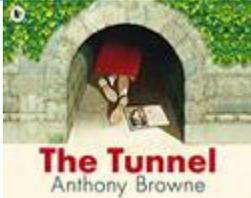
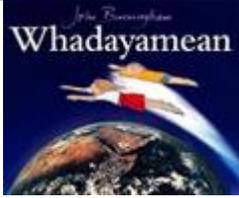
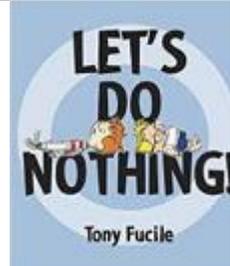
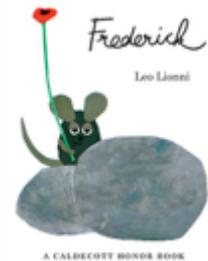
Year 2						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question</b>	Why did Jesus teach the Lord's prayer as the way to pray?  (6 sessions)	How does the symbol of light help us to understand the meaning of Christmas for Christians?  (4 sessions)	Why are they having a party?  (6 sessions)	How do the symbols of Easter help us to understand the meaning of Easter for Christians?  (4 sessions)	How do the five pillars of Islam help a Muslim to show commitment to God -Allah?  (6 sessions)	Why do Christians make and keep promises before God?  (6 sessions)
<b>Concept</b>	Festivals	Incarnation	Kingdom of God	Salvation	Values/Commitments	People of God
<b>Religion Studied</b>	Christianity	Christianity	Judaism	Christianity	Islam	Christianity
<b>SMSC Links</b>	Moral/Social	Spiritual/Cultural	Spiritual/Moral/Cultural	Moral/Social	Moral/Cultural	Social/Moral/Spiritual
<b>Key Story(ies)</b>	 Sammy Spider's First Rosh Hashanah- Sylvia Rouse 	 The Story of Jesus's Birth (Matthew 1:18–25, Matthew 2:1–12)		 You Tube – The Last Supper (Luke 22:19) (Luke 22:20)  You Tube – The Easter Story		

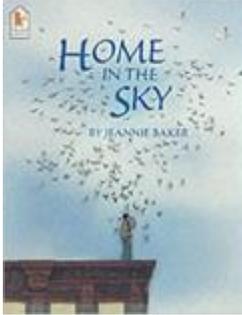
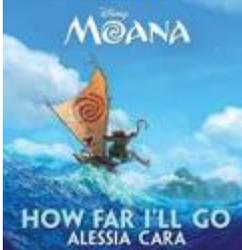
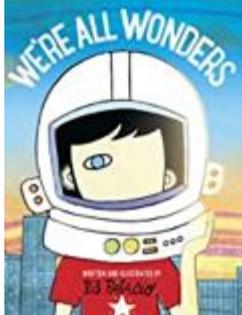
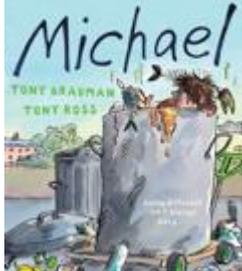
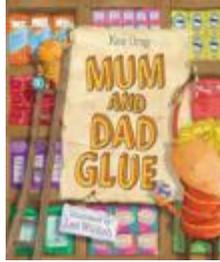


	Sammy Spider's First Yom Kippur- Sylvia Rouse  The Story of Rabbi Salanter					
<b>Key Artefact(s)</b>	Images/posters of Rosh Hashanah Pictures of Sukkots Food for celebrations	Images of different objects that have light. Christingles Paintings of Jesus	Images of Baptism and marriage Artefacts of Baptism and marriage	Easter Artefacts Different Crosses Bread Palm leaves Images of different Crosses around the world	Pictures of a Mandir Images of different Hindu Families Videos of Pilgrimage	Image of Lords prayer
<b>Key Vocabulary</b>	Festival Rosh Hashanah Yom Kippur Sukkot	Incarnation Saviour Nativity Christingle	Commitment Covenant Baptism Marriage	Symbols Holy Communion Passover Sacrifice	Arti Mandir Pilgrimage Vegetarian	Prayer Sins Father Forgiveness
<b>Enrichment</b>	Harvest Festival service at Bow Common Church	Performing a class Nativity	Visit Bow common Church	Easter service at All Bow Common Church	Visit a Mandir (Mile End)	Collective Worship in St Paul with St Luke Primary School
<b>P.S.H.E. Overview</b>						
<b>Jigsaw Piece</b>	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Outcomes</b>	I recognise when I feel worried and know who to ask for help	I understand some ways in which boys and girls are similar	I can tell you things I have achieved and say how that makes me feel	I accept that everyone's family is different and understand that most	I accept that everyone's family is different and understand that	I understand there are some changes that are outside my control and can



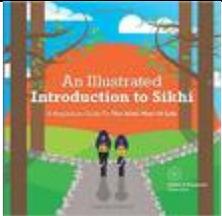
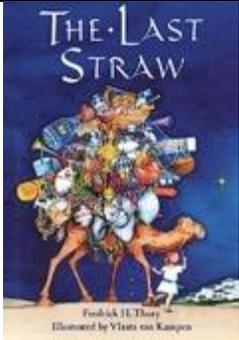
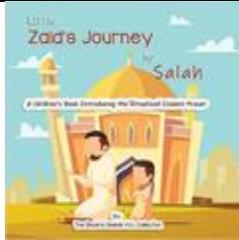
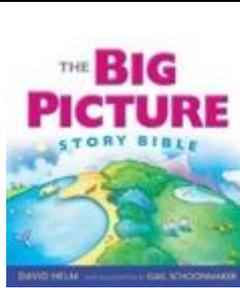
	<p>I recognise when I feel worried and know who to ask for help</p> <p>I can help to make my class a safe and fair place</p> <p>I can help make my class a safe and fair place</p> <p>I can work cooperatively</p> <p>I am choosing to follow the Learning Charter</p>	<p>and feel good about this</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p> <p>I can tell you how someone who is bullied feels</p> <p>I can be kind to children who are bullied</p> <p>I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied</p> <p>I understand we shouldn't judge</p>	<p>I can tell you some of my strengths as a learner</p> <p>I can tell you how working with other people helps me learn</p> <p>I can work with others in a group to solve problems</p> <p>I can tell you how I felt about working in my group</p> <p>I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</p>	<p>people value their family</p> <p>I know which types of physical contact I like and don't like and can talk about this</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who</p>	<p>most people value their family</p> <p>I know which types of physical contact I like and don't like and can talk about this</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p>I understand how it feels to trust someone</p> <p>I am comfortable accepting</p>	<p>recognise how I feel about this</p> <p>I can identify people I respect who are older than me</p> <p>I feel proud about becoming more independent</p> <p>I can tell you what I like/don't like about being a boy/girl</p> <p>I am confident to say what I like and don't like and can ask for help</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>
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		<p>people if they are different.</p> <p>I know how it feels to be a friend and have a friend</p> <p>I understand these differences make us all special and unique</p>		<p>to talk to about this</p> <p>I understand how it feels to trust someone</p> <p>I am comfortable accepting appreciation from others</p>	<p>appreciation from others</p>	
<b>P4C Overview</b>						
<b>P4C Theme</b>	Change/Adventure	Environment	Tolerance/ Respect	Dilemmas	Good/Evil	Teamwork
<b>Stimulus</b>	 <p>The Tunnel- Anthony Browne (Book)</p>	 <p>Whadayamean- John Burningham (Book)</p>  <p>Last Shot-Aemilia Widodo (YouTube)</p>	 <p>Yertle the turtle- Dr Suess (YouTube)</p>	 <p>Let's Do Nothing- Tony Fucile (Book)</p>	<p>SuperTato- Sue Hendra (Book)</p> <p>Let's be Superheroes- Bounce Patrol (YouTube)</p> <p>Traction Man- Mini Grey (Book)</p>	 <p>Frederick- Leo Lionni (Book)</p>

	 <p>Home in the Sky- Jeannie Baker (Book)</p>  <p>How Far I'll Go- Moana (YouTube)</p>	 <p>Lava- Disney Music (YouTube)</p>	 <p>We're All Wonders- R. J. Palacio (Book)</p>  <p>Michael- Tony Ross (Book)</p>	 <p>Mum and Dad Glue- Kes Gray (Book)</p>  <p>Pile of money – should we keep it? (Object)</p>		 <p>Stone Soup- Ann McGovern (Book)</p>  <p>The Power of Teamwork-Pixar (YouTube)</p>
<p><b>4C's Skills</b></p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence</p>	<p>I can make connections to ideas I can say how things are the same/different I can suggest what might happen if... I can ask questions about a stimulus</p>	<p>I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely</p>



<b>Year 2 conceptual application</b>						
<b>Skills</b>	Being kind, helping others					
<b>Knowledge</b>	To know we all need help sometimes					

Year 3						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question</b>	What is the Bible's Big Story?  (6 or 8 sessions)	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?  (5 sessions)	What does it mean to be Jewish?  (6 sessions)	Who is the most important person in the Easter story?  (5 sessions)	What did the Buddha teach his followers about life?  (6 sessions)	Who is Jesus (I am .....statements)  (6 sessions)
<b>Concept</b>	Creation	Incarnation	Values and commitment	Salvation	Beliefs and practices	Incantation
<b>Religion Studied</b>	Christianity	Christianity	Judaism	Christianity	Buddhism	Christianity
<b>SMSC Links</b>	Social/Cultural	Spiritual	Spiritual/Cultural/Moral	Spiritual/Cultural/Moral	Cultural/Spiritual	Spiritual
<b>Key Story(ies)</b>	 An illustrated Introduction to Sikhi- Ishpal Kaur	 Isaiah 9: 6 - 7	 Bear Feels Sick- Karma Wilson   Jesus Heals a Man Born Blind (John 9)	 Matthew 21:7-11   Luke 23:13-25   Luke 24:1-12	 Little Zaid's Journey to Salah: A Children's Book Introducing the Ritualized Islamic Prayer	 Genesis 1 2:4



			 <p>The Healing of the Paralyse Man (Mark 2: 1–12)</p>			
<b>Key Artefact(s)</b>	Guru Granth Sahib- Sikh holy book 5ks artefacts	Computers and printers. Magazine images of famous Christians. Collage materials.	Art representations of the Bible stories	Palm leaves Palm crosses Images from Communion/Maun dy Thursday service	Qu’ran Images of Salah rituals	Bible World map
<b>Key Vocabulary</b>	Khalsa Langar Gurdwara Amritsar	Prophet Advent John the Baptist	Miracle Incarnation Healing	Holy Week Sacrifice Resurrection	Prayer Salah Commitment	Bible Creation People of God
<b>Enrichment</b>	Inviting a Sikh visitor for a Q&A	Watching the Nativity play	Art work around miracles to change the world	Holy Week services at All Saints	Visit from a Muslim talking about Salah	Create art around creation
<b>P.S.H.E. Overview</b>						
<b>Jigsaw Piece</b>	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Outcomes</b>	I value myself and know how to make someone else feel welcome and valued	I appreciate my family/the people who care for me  I know how to calm myself down	I respect and admire people who overcome obstacles and achieve their dreams and goals	I can describe how taking some responsibility in my family makes me feel	I can describe how taking some responsibility in my family makes me feel	I can express how I feel when I see babies or baby animals



	<p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <p>I know how to make others feel valued</p> <p>I understand that my behaviour brings rewards/consequences</p> <p>I can work cooperatively in a group</p> <p>I am choosing to follow the Learning Charter</p>	<p>and can use the ‘Solve it together’ technique</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words (e.g. gay, fat )</p> <p>I can give and receive compliments and know how this feels</p>	<p>(e.g. through disability)</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I can manage the feelings of frustration that may arise when obstacles occur</p>	<p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>I know who to ask for help if I am worried or concerned about anything online</p> <p>I can show an awareness of how this could affect my choices</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I enjoy being part of a family and friendship groups</p>	<p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>I know who to ask for help if I am worried or concerned about anything online</p> <p>I can show an awareness of how this could affect my choices</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I enjoy being part of a family and friendship groups</p>	<p>I can express how I might feel if I had a new baby in my family</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes start to think about changes I</p>
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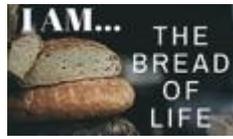
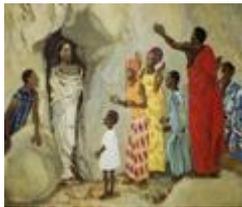
			I am confident in sharing my success with others and can store my feelings in my internal treasure chest			will make next year and know how to go about this
P4C Overview						
P4C Theme	Environment	Hierarchy/ Power	Fairness/Differences	Dilemmas	Staying safe	Health/Wellbeing
Stimulus	<p>Whadayamean- John Burningham (Book)</p> <p>Last Shot-Aemilia Widodo (YouTube)</p> <p>Lava- Disney Music (YouTube)</p>	<p>Yertle the turtle- Dr Suess (YouTube)</p> <p>“With great power comes great responsibility”- Spiderman Movie (Quote)</p>	<p>The fairest teacher of them all- Jason Buckley (Google)</p> <p>No breathing in class- Michael Rosen (Poem)</p>	<p>Hair Love- Song Picture Animations (YouTube)</p> <p>The Tin Forest- Helen Ward (Book)</p> <p>Little Princess, I want to find the treasure</p>	<p>One Direction Parody Song - "Who do you share your details with?" (YouTube)</p> <p>Some Secrets Should Never Be Kept- Jaynee Sanders (Book)</p>	<p>Stormy Weather- Debi Gliori (Book)</p> <p>The Shirt Of Happiness- First Stories for Thinking p.62 Robert Fisher (Google)</p> <p>The Old Woman in the Vinegar Bottle Stories for Thinking- Robert Fisher p.59 (Google)</p>



		<p>Pandora's Box- Greek Myth (Google/Story)</p>	<p>Birds on a wire- Pixar (YouTube)</p>	<p>The Forgotten Treasure p.42 First Stories For Thinking</p>	 <p>The Iron Man- Ted Hughes (Book)</p>	
<p><b>4C's Skills</b></p>	<p>I can understand how others feel I can show an interest in what others are saying I can encourage others to join in</p>	<p>I can show an interest in what others are saying I can encourage others to join in</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused</p>	<p>I can demonstrate a willingness to illustrate ideas with my own experiences I can suggest new and alternative ideas I can identify the big ideas in a stimulus and ask questions related to these I can keep focused on the matter at hand I can explain how ideas are linked</p>	<p>I can identify the big ideas in a stimulus and ask questions related to these I can demonstrate a willingness to illustrate ideas with my own experiences I can explore a range of different possibilities</p>



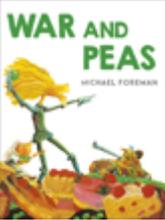
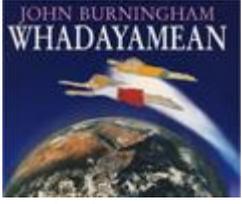
Year 3 conceptual application						
<b>Skills</b>	Identify emotions and say how I'm feeling	Celebrate difference, see from another perspective	Identify dream and goals, identify others' dreams and goals			
<b>Knowledge</b>	I know the difference between my emotions	I know how to help someone in need	I know how to achieve my goals			

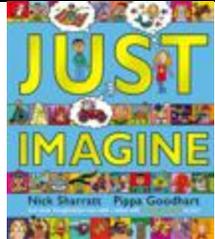
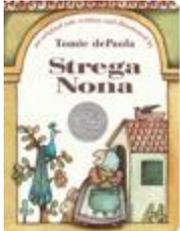
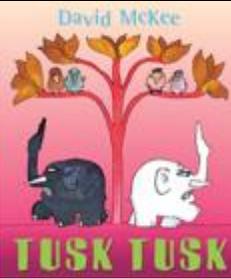
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R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question</b>	How did belief in God affect the actions of people from the Old Testament?  (6 sessions)	Is the Christmas message of peace still relevant to today's world?  (6 sessions)	Hinduism  How do Hindus worship?  (6 sessions)	What is Holy Communion and how does it build a Christian community?  (4 sessions)	What does it mean to be a Hindu?  (6 sessions)	Liturgy  Why is liturgy important to many Christians?  (6 sessions)
<b>Concept</b>	Beliefs and Practices	Incarnation	Incarnation	Gospel/Salvation	Beliefs and Practices/Values and commitment	Gospel/Incarnation
<b>Religion Studied</b>	Christianity	Christianity	Christianity	Christianity	Hinduism	Christianity
<b>SMSC Links</b>	Spiritual/Moral/Cultural	Spiritual/ Moral/ Cultural	Social/Moral/Cultural	Social	Social/Cultural/Moral	Spiritual/Social/Moral
<b>Key Story(ies)</b>	  BBC Teach Guru Hargobind story    Sikh Net	  Psalm 23:1-6; Isaiah 40:11; Ezekiel 34:11-16  The story of the Good Shepherd <u>John 10:1-18</u>	  The Wedding of Cana John 2: 1-11	  Jesus on the Cross (Luke 23:34)  	  The story of Passover Exodus 13  The Tenth Plague of Egypt  <a href="https://www.bbc.co.uk/bitesize/clips/zbsb9j6">https://www.bbc.co.uk/bitesize/clips/zbsb9j6</a>	  John 6:35, 41, 48, 51    The raising of Lazarus: John 11: 1 – 44

		 The Story of Noah (Genesis Chapters 6:5–9:17)  The Stories of Abraham (Chapters 15-25)	 The Feeding of the 5000 Mark 6: 30-40	Jesus Overturns the Traders' Tables in the Temple (Mark 11:15-17)		
<b>Key Artefact(s)</b>	Different displays of the 5Ks	Various versions of the Bible Salvation Army resources	Children's Bible(s) Different art based on the stories as stated above.	Children's Bible(s) Case studies around forgiveness Artwork of the Last Supper	The Sedar Plate Mezuzah The Ten commandments	Various Bibles I am statements Bread Light Images of Jesus
<b>Key Vocabulary</b>	5Ks Khalsa Guru	Wisdom Faith Peace	Incarnation Miracle Gospel Faith	Resurrection Forgiveness Salvation	Passover Plague Abraham Moses	Hope Jesus Resurrection Incarnation
<b>Enrichment</b>	Visit to Gurdwara	Making promises using different resources: such as clay	Creating art around the idea of Miracles.	Writing a poem/creating artwork about forgiveness	Design a plate of food that is meaningful to you.	Supporting a Christian charity/project
<b>P.S.H.E. Overview</b>						
<b>Jigsaw Piece</b>	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me



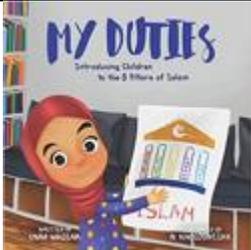
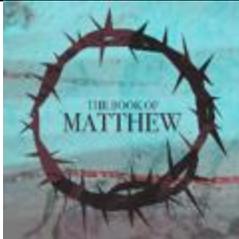
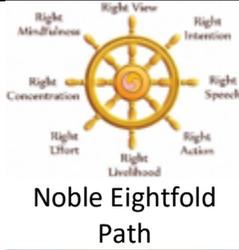
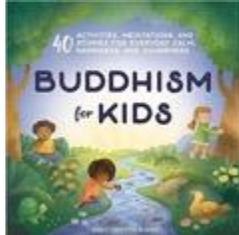
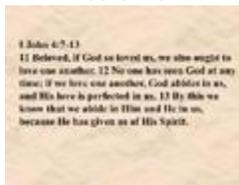
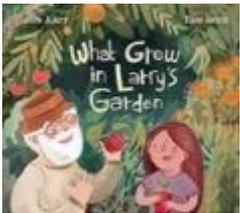
<b>Outcomes</b>	<p>I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I can recognise my contribution to making a Learning Charter for the whole school</p> <p>I understand how rewards and consequences</p>	<p>I try to accept people for who they are</p> <p>I can question why I think what I do about other people</p> <p>I know how it might feel to be a witness to and a target of bullying</p> <p>I can problem-solve a bullying situation with others</p> <p>I like and respect the unique features of my physical appearance</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how it feels to have hopes and dreams</p> <p>I know how disappointment feels and can identify when I have felt that way</p> <p>I know how to cope with disappointment and how to help others cope with theirs</p> <p>I know what it means to be resilient and to have a positive attitude</p> <p>I can enjoy being part of a group challenge</p> <p>I know how to share in the</p>	<p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <p>I understand that boyfriend/girlfriend</p>	<p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <p>I understand that boyfriend/girlfriend</p>	<p>I appreciate that I am a truly unique human being</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>I am confident enough to try to make changes when I think they will benefit me</p> <p>I can express my fears and concerns about</p>
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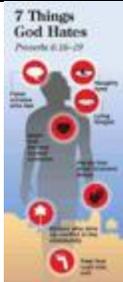
	<p>motivate people's behaviour</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>		<p>success of a group and how to store this success experience in my internal treasure chest</p>	<p>nd relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend</p> <p>I can love and be loved</p>	<p>nd relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend</p> <p>I can love and be loved</p>	<p>changes that are outside of my control and know how to manage these feelings positively</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this</p>
<b>P4C Overview</b>						
<b>P4C Theme</b>	Magic/Reality	War/Peace	Environment	Health/Wellbeing	Tolerance/Respect	Journey/Adventure
<b>Stimulus</b>	 <p>Presto- Pixar (YouTube)</p>	 <p>War and Peas- Michael Foreman (Book)</p>	 <p>Whadayamean- John Burningham (Book)</p> 	 <p>Stormy Weather- Debi Gliori (Book)</p> <p>The Shirt Of Happiness- First Stories for Thinking p.62 Robert Fisher</p>	 <p>Yertle the turtle- Dr Suess (YouTube)</p>  <p>Like a girl- Always Advert (YouTube)</p>	 <p>Charlie and the Chocolate Factory- Roald Dahl (Book)</p> 

	 <p>Just Imagine- Pippa Goodhart (Book)</p>  <p>Strega Nona- Tomi de Paola (Book)</p>	 <p>Tusk Tusk- David McKee (Book)</p>  <p>Imagine-John Lennon (YouTube/Song)</p>	<p>Last Shot-Aemilia Widodo (YouTube)</p>  <p>How We Can Keep Plastics Out of Our Ocean- National Geographic (YouTube)</p>	<p>The Old Woman in the Vinegar Bottle Stories for Thinking-Robert Fisher p.59</p>	 <p>Tusk Tusk- David McKee (Book)</p>	<p>How to Train Your Dragon- Cressida Cowell (Book)</p>  <p>Journeys End- Ann Marie Bone (Google/ Painting)</p>
<p><b>4C's Skills</b></p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely</p>	<p>I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand</p>	<p>I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand</p>	<p>I can demonstrate a willingness to illustrate ideas with my own experiences I can suggest new and alternative ideas I can identify the big ideas in a stimulus and ask questions related to these I can keep focused on the matter at hand</p>	<p>I can identify the big ideas in a stimulus and ask questions related to these I can demonstrate a willingness to illustrate ideas with my own experiences I can explore a range of different possibilities</p>



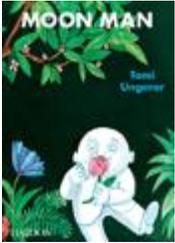
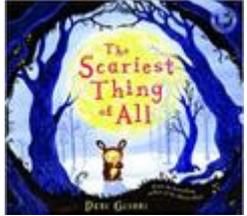
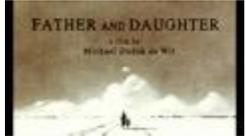
					I can explain how ideas are linked	
<b>Year 4 conceptual application</b>						
<b>Skills</b>				Forgiveness, helping others	Relationships, moral compass	
<b>Knowledge</b>				I understand the difference between saying sorry and practicing forgiveness	I can say where I have learnt my morals from	

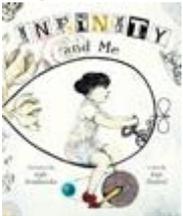
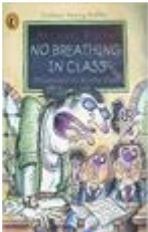
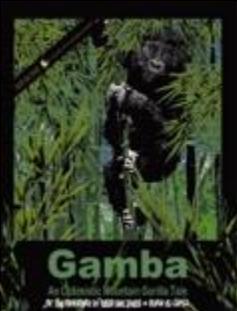
Year 5						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question</b>	What do the miracles tell us about Jesus?  (6 sessions)	How do art and music convey Christmas?  (5 sessions)	How did the first five Sikh Gurus shape Sikhism?  (6 sessions)	What happens in churches during Lent, Holy Week and Easter Sunday?  (6 sessions)	How did the final five human Sikh Gurus shape Sikhi?  (6 sessions)	How do Muslims live and embrace their faith in a diverse world?  (6 sessions)
<b>Concept</b>	People of God	Incarnation	World faith	Salvation	God	World faith
<b>Religion Studied</b>	All faiths	Christianity	Sikhism	Christianity	Sikhism	Islam
<b>SMSC Links</b>	Spiritual/cultural	Social/cultural/spiritual	Social/Cultural/Moral	Spiritual/moral/cultural	Spiritual/moral	Social/Cultural
<b>Key Story(ies)</b>	 <p>My Duties: Introducing Children to the 5 Pillars of Islam - Umm Madina</p>	 <p>Prophecies in Matthew</p>  <p>The Entry into Jerusalem (Matthew 2:1-9)</p>	 <p>Noble Eightfold Path</p>  <p>Buddhism for Kids - Emily Griffith Burke</p>	 <p>The Passion- stories relating to Jesus' crucifixion and the run up to it</p>	 <p>Psalm 103</p>  <p>Isaiah 6</p>  <p>John (4:7-13)</p>	

		 <p>The Transfiguration (Matthew 17:1-9)</p>			 <p>Proverbs 6:16-19</p>  <p>Luke 23:33-34</p>	
<p><b>Key Artefact(s)</b></p>	<p>Qu'ran Prayer mat Images of Muslims showing commitment, for example through charity work</p>	<p>Images/art supporting the stories Clips depicting the stories Images if Eastern Orthodox</p>	<p>Image/representati on of the 8-fold path Images relating to people living the 8-fold path</p>	<p>Images relating to the life and teachings of Jesus Images/videos relating to holy communion</p>	<p>Translations of the texts- The Message from Bible Gateway Images from cathedrals</p>	<p>Symbols Google earth Google maps</p>
<p><b>Key Vocabulary</b></p>	<p>Commitment Salat Zakah Sawm Hajj</p>	<p>Messiah Exodus Slavery</p>	<p>Dharma Enlightenment Buddha</p>	<p>Sacrifice Sins Holy Communion</p>	<p>omnipotent omniscient eternal</p>	<p>Christian Muslim Hindus Sikhs Community</p>
<p><b>Enrichment</b></p>	<p>A visit to East London Mosque</p>	<p>Looking at Chrisitan charities around Christmas time and their work</p>	<p>Visiting a Buddhist temple</p>	<p>Easter services at All Saints</p>	<p>Discussions around key themes</p>	<p>Exploring/researchi ng people who have been involved in freedom and justice (local people)</p>
<p><b>P.S.H.E. Overview</b></p>						



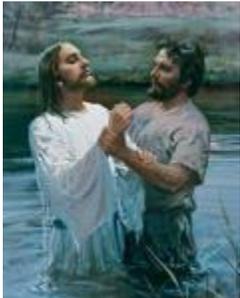
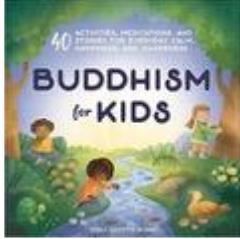
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Outcomes</b>	<p>I know what I value most about my school and can identify my hopes for this school year</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I understand that my actions affect me and others</p> <p>I can contribute to the group and understand how</p>	<p>I am aware of my own culture</p> <p>I am aware of my attitude towards people from different races</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support</p>	<p>I can identify what I would like my life to be like when I am grown up</p> <p>I appreciate the contributions made by people in different jobs</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can reflect on how these relate to my own</p> <p>I appreciate the similarities and differences in aspirations between myself</p>	<p>I know how to keep building my own self- esteem</p> <p>I can recognise when an online community feels unsafe or uncomfortable</p> <p>I can recognise when an online community is helpful or unhelpful to me</p> <p>I can recognise when an online game is becoming unhelpful or unsafe</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected</p>	<p>I know how to keep building my own self- esteem</p> <p>I can recognise when an online community feels unsafe or uncomfortable</p> <p>I can recognise when an online community is helpful or unhelpful to me</p> <p>I can recognise when an online game is becoming unhelpful or unsafe</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected</p>	<p>I know how to develop my own self esteem</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I am confident that I can cope with the changes</p>

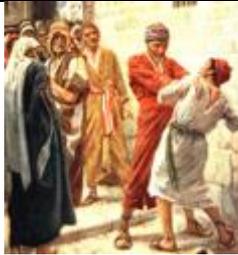
	we can function best as a whole  I understand why our school community benefits from a Learning Charter and can help others to follow it	children who are being bullied  I can appreciate the value of happiness regardless of material wealth  I respect my own and other people's cultures	and young people in a different culture  I understand why I am motivated to make a positive contribution to supporting others	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	that growing up will bring  I can start to think about changes I will make next year and know how to go about this.
<b>P4C Overview</b>						
<b>P4C Theme</b>	Fairness/ Survival	Infinity/ Space	Hierarchy/ Power	Fears/ Worries	Growing up	Animal welfare
<b>Stimulus</b>	 Man- Steve Cutts (YouTube)  The fairest teacher of them all- Jason Buckley (Google)   Yertle the turtle- Dr Suess (YouTube)	 Trailblazer in space: chimp sent into space (YouTube)  	 Yertle the turtle- Dr Suess (YouTube)   "With great power comes great responsibility"-	 The Scariest Thing of All- Debi Giori (Book)	 Like a girl- Always Advert (YouTube)   Diary of a Wimpy Kid series -Jeff Kinney (Book)  	 Carnival of the Animals- Saint Saens (YouTube/Music)   Cave Painting- Banksy (Google)

		<p>Moon Man- Tomi Ungerer (Book)</p>  <p>Infinity and Me- Kate Hosford (Book)</p>	<p>Spiderman Movie (Quote)</p>  <p>No breathing in class- Michael Rosen (Poem)</p>	 <p>The Scream- Edvard Munch (Google/Painting)</p>  <p>Fear- Ben Lionel Scott (YouTube)</p>	<p>Father and Daughter- Michael Dudok De Wit (YouTube)</p>	 <p>Gamba - An Optimistic Mountain Gorilla Tale- DJ Berk (Book)</p>
<p><b>4C's Skills</b></p>	<p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p>I can encourage others to contribute I can evaluate the evidence offered by others</p>	<p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p>I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute</p>	<p>I can identify associated concepts explaining their connections and relevance I can evaluate the range of possibilities I can offer/evaluate a range of reasoned conclusions</p>	<p>I can evaluate in some detail the range of possibilities I can ask questions of each other that support the progress of enquiry I can evaluate the evidence offered by themselves and others</p>



						<p>I can evaluate a range of reasoned conclusions</p> <p>I can summarise the progress of the enquiry</p>
<b>Year 5 conceptual application</b>						
<b>Skills</b>	Fairness, empathy		Recognising/identifying dreams, goals, appreciating others	I have strategies to help me cope with my fears, worries or anxieties		
<b>Knowledge</b>	I can empathise with people in this country whose lives are different to my own		I appreciate the contributions made by people in different jobs			

Year 6						
R.E Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question</b>	What might the journey of life and death look like from a Christian perspective?  (6 sessions)	How would Christians advertise Christmas to show what Christmas means today?  (5 sessions)	What does it mean to be a Buddhist?  (6 sessions)	How does the Christian festival of Easter offer hope?  (6 sessions)	How has the Christian message survived for over 2000 years?  (6 sessions)	Who decides? (Version a or b)  (6 sessions)
<b>Concept</b>	Rites of Passage Sacrament	Gospel	Creation	Salvation (2)	Kingdom Of God	Kingdom of God
<b>Religion Studied</b>	Christianity	Christianity	Buddhism	Christianity	Christianity	Christianity
<b>SMSC Links</b>	Moral	Moral	Social/cultural/Moral	Spiritual/cultural	Moral/social	
<b>Key Story(ies)</b>	 Baptise message John 1:33  	 The Sermon on the Mount (Matthew 5-7)   The Wise and Foolish Builders (Matthew 7:24-27)	 Nobel Eightfold Path   Buddhism for Kids-Emily Griffith Burke	 The Resurrection (Luke 24:1-49)   Life After Death (John 3:16, 11:25-26, 14:2-3; Luke 23:43)	 The most honoured of you in the sight of Allah is he who is the most righteous of you" (Surah 49:13)	 The Feast (Luke 14:12-24)   The Tenants in the Vineyard (21:33-46)

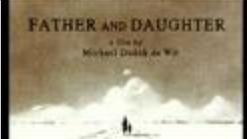
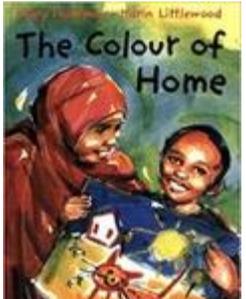
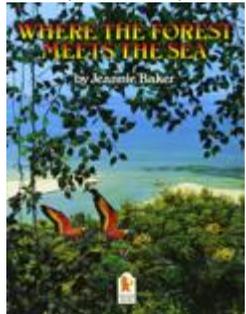
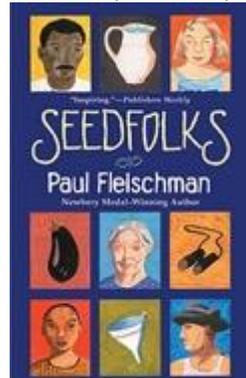
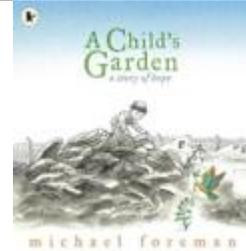
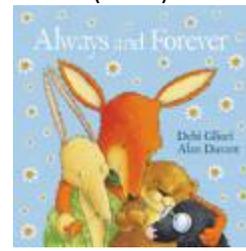
	<p>Mathew 28: 18-20</p>  <p>Marriage Mark 10:9</p>  <p>Death John 3:16</p>	 <p>Healing the Centurion's Servant (Luke 7:1-10)</p>  <p>Peter Denies Jesus (John 13:18-21)</p>  <p>Jesus Gets Angry (Mark 11:15-19)</p>  <p>A Woman in Trouble (John 8:1-11)</p>				 <p>The Unforgiving Servant (18:21-35)</p>
<p><b>Key Artefact(s)</b></p>	<p>Visit to the church to watch Baptism</p> <p>Wedding rings</p>	<p>Translations of the key texts- Bible Gateway</p> <p>Art related to the texts</p> <p>Information</p>	<p>Image/representation of the 8-fold path</p> <p>Images relating to people living the 8-fold path</p>	<p>REQuest resources on Christian views of resurrection</p> <p>Videos relating to Christian views on resurrection</p>	<p>Images of how Muslims lead good lives</p> <p>Images recapping the 5 pillars of Islam</p>	<p>Words to the Lord's Prayer</p> <p>Bible Gateway translations of key texts</p>



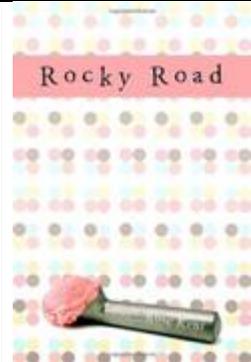
	Videos related to confirmation	relating to different Christian charities		Christian songs/hymns that reflect resurrection		
<b>Key Vocabulary</b>	Rite of passage Sacrament Baptism Confirmation Marriage Eternal life	WWJD? Disciple Good News	Dharma Enlightenment Buddha	Resurrection Hope Incarnation	Akhirah Jihad righteous	Kingdom Vulnerable
<b>Enrichment</b>	Baptism/ confirmation service to watch	Exploring the work of different Christian charities/talking to different charities	Visiting a Buddhist temple	Easter service at All Saints	A Muslim visitor for a Q&A about the importance of Jihad	Creating adverts to promote the church's work on poverty
<b>P.S.H.E. Overview</b>						
<b>Jigsaw Piece</b>	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Outcomes</b>	I feel welcome and valued and know how to make others feel the same  I understand my own wants and needs and can compare these with children in different communities	I can empathise with people who are different  I am aware of my attitude towards people who are different  I know how it can feel to be excluded or treated badly by	I understand why it is important to stretch the boundaries of my current learning  I can set success criteria so that I will know whether I have reached my goal  I recognise the emotions I experience when	I understand that people can get problems with their mental health and that it is nothing to be ashamed of  I can help myself and others when worried about a mental health problem	I understand that people can get problems with their mental health and that it is nothing to be ashamed of  I can help myself and others when worried about a mental health problem	I know how to develop my own self esteem  I can express how I feel about the changes that will happen to me during puberty  I can recognise how I feel when I reflect on the



	<p>I understand my own wants and needs and can compare these with children in different communities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from a Learning Charter and how I can</p>	<p>being different in some way</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I appreciate people for who they are</p> <p>I can show empathy with people in either situation</p>	<p>I consider people in the world who are suffering or living in difficult situations</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <p>I can identify why I am motivated to do this</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements</p>	<p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>I can resist pressure to do something online that might hurt myself or others</p> <p>I can take responsibility for my own safety and well-being</p>	<p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>I can resist pressure to do something online that might hurt myself or others</p> <p>I can take responsibility for my own safety and well-being</p>	<p>development and birth of a baby</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p> <p>I know how to prepare myself emotionally for the changes next year.</p>
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	help others to follow it by modelling it myself					
<b>P4C Overview</b>						
<b>P4C Theme</b>	Family/Friendships	Tolerance/ Respect	Environment	Responsibilities	War/Peace	Identity
<b>Stimulus</b>	 Father and Daughter- Michael Dudok De Wit (YouTube)  You Have More Friends Than You Know-Glee (YouTube/Song)  African Children-Okecha Bros (Google/Painting)	 Purl- Pixar Short (Youtube)  Man- Steve Cutts (YouTube)  The Colour of Home- Mary Hoffman (Book)	 Man- Steve Cutts (YouTube)  Where the forest meets the sea- Jeannie Baker (Book) 	 Like a girl- Always Advert (YouTube)  Seedfolks- Paul Fleischman (Book)	 A Child's Garden- Michael Foreman (Book)  Always and Forever- Debi Gliori (Book) 	 Changing Batteries- Short Animation Film (YouTube)  The Present-Pixar (YouTube)  Amina's Voice- Hena Kahn (Book)



			Cave Painting-Banksy (Google/Image)	 <p>Rocky Road- Rose Kent (Book)</p>	Throwing Flowers-Banksy (Google/Graffiti)	
<b>4C's Skills</b>	I can encourage others to contribute I can evaluate the evidence offered by others	I can encourage others to contribute I can evaluate the evidence offered by others	I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute	I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute	I can identify associated concepts explaining their connections and relevance I can evaluate the range of possibilities I can offer/evaluate a range of reasoned conclusions	I can evaluate in some detail the range of possibilities I can ask questions of each other that support the progress of enquiry I can evaluate the evidence offered by themselves and others I can evaluate a range of reasoned conclusions I can summarise the progress of the enquiry
<b>Year 6 conceptual application</b>						
<b>Skills</b>	Being welcoming, accepting	Celebrate difference, be		Being responsible for ourselves and		



		tolerant		looking out for others		
<b>Knowledge</b>	I feel welcome and valued and know how to make others feel the same	I can empathise with people who are different I am aware of my attitude towards people who are different		I can recognise when I am feeling those emotions and have strategies to manage them		