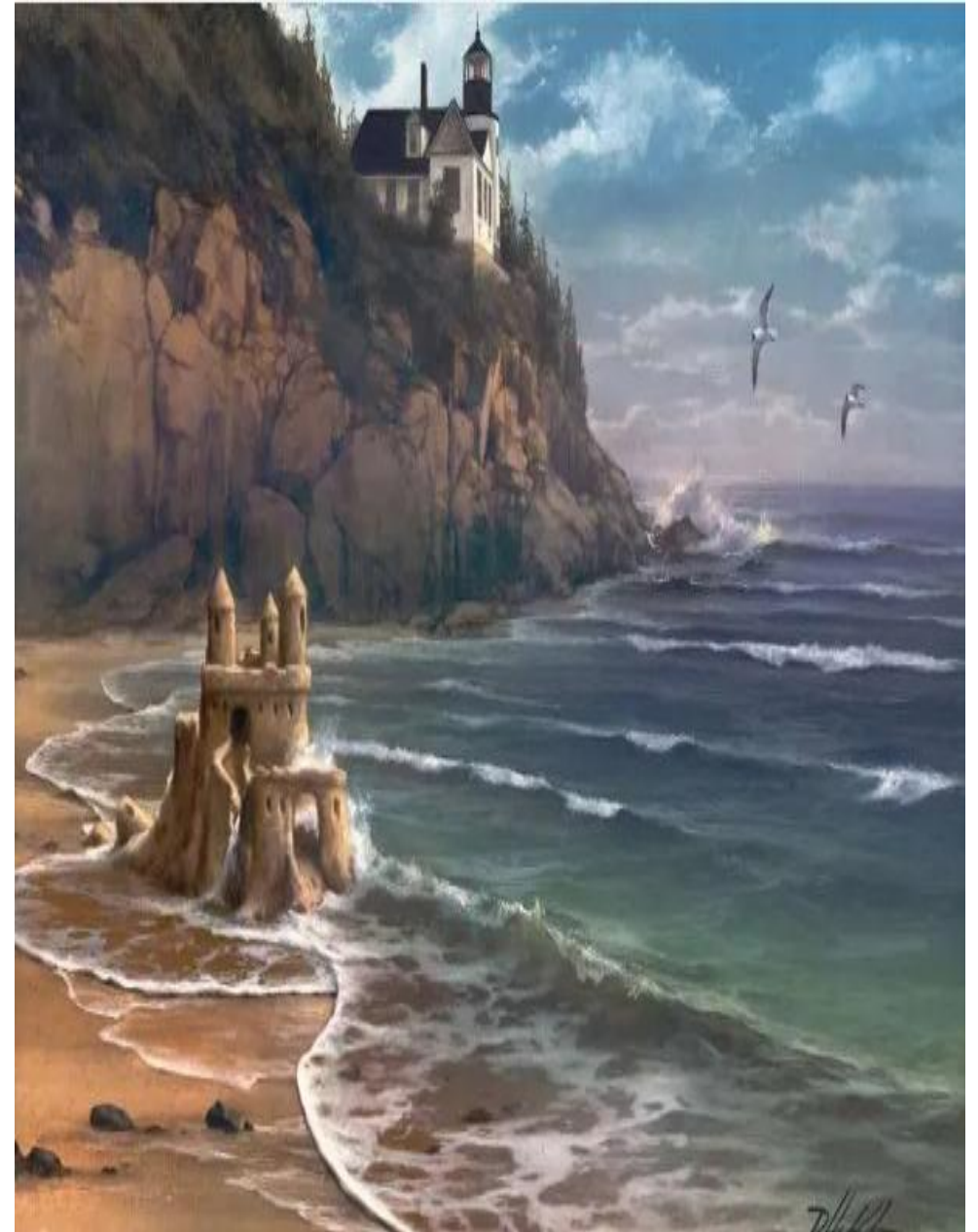


<https://christian.art/daily-gospel-reading/matthew-7-21-29-2025/>

'Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock. And the rain fell, and the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on the rock. And everyone who hears these words of mine and does not do them will be like a foolish man who built his house on the sand. And the rain fell, and the floods came, and the winds blew and beat against that house, and it fell, and great was the fall of it.



# It's RE time!

## When we explore what we **think** What we **believe** and how we **live**!

(What we do!)



My name is **Sophie**. I am a **philosopher**. I ask questions about what people **think**.

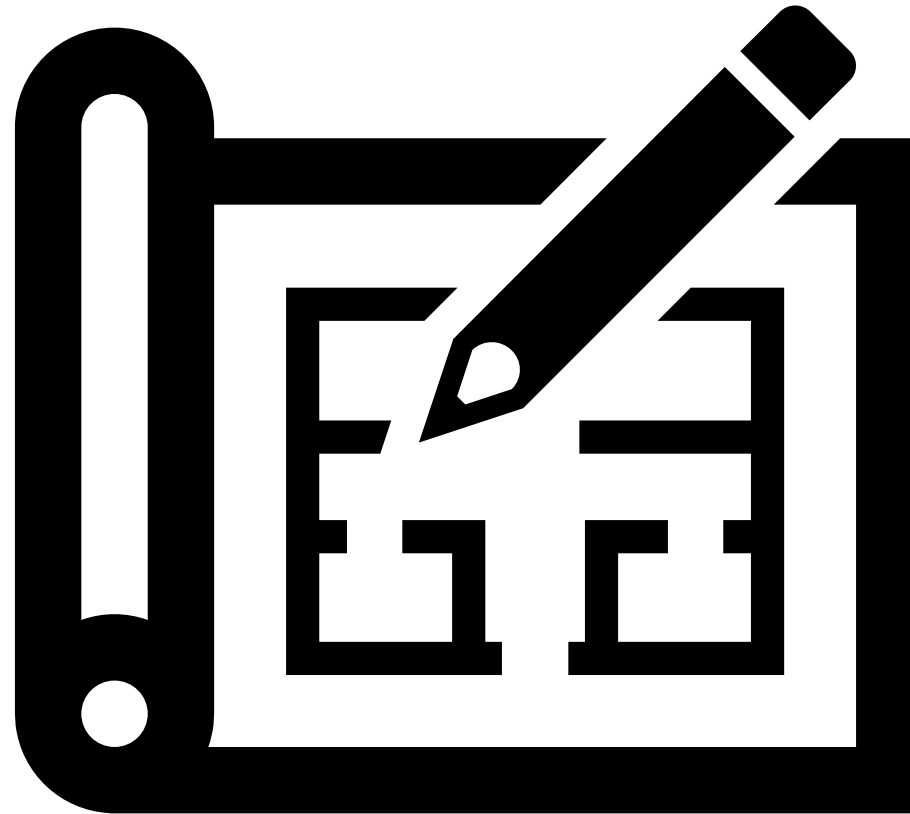


My name is **Theo**. I am a **theologian**. I ask questions about what people **believe**.



My name is **Livvy**. I am a **sociologist**. I ask questions about how people **live**.

## Planning ideo



# Newton Longville School – RE Curriculum Overview

|        |  |   |   |   |  |   |
|--------|--|---|---|---|--|---|
| Year 2 | How do Christians find out what God is like? | Why do many Christians <u>meet</u> , <u>together</u> regularly and what do they do? | How do Christians decide what is right? | What does Torah mean for Jewish people? | In what ways is the synagogue important to Jews? | What are the best reasons for following a leader? |
|--------|--|---|---|---|--|---|

|           |  |  |   |   |  |  |
|-----------|--|--|---|---|--|--|
| Key Facts | Pupils know that Christians learn about what God is like from the Bible. | Hook (about gatherings) - begin linking to secular and religious gatherings. | Hook (Discussion about the right choice). | Hook (Examining written material)<br><br>Pupils know that the | Hook (Important buildings)<br><br>Recognise that the | Hook (Role models and leaders)<br><br>I know the key |
|-----------|--|--|---|---|--|--|

|           |  |   |   |  |  |  |
|-----------|--|---|---|--|--|--|
| Key Facts | <p>Pupils know that Christians learn about what God is like from the Bible.</p> <p>Pupils recognise that the life of Jesus illustrates the character of God.</p> <p>Pupils can explain how parables can be seen to illustrate the character of God.</p> <p>Pupils understand that Christians believe God is loving and forgiving and give examples of his forgiveness/grace from the parables they have learnt about.</p> <p>Pupils understand that for Christians</p> | <p>Hook (about gatherings) - begin linking to secular and religious gatherings.</p> <p>Pupils can describe the key features of Christian worship, such as sermon, music and prayer.</p> <p>Pupils can discuss why Christians meet together.</p> <p>Pupils can describe things Christians do, apart from worship, such as visit foodbanks.</p> <p>Pupils can make links between actions and Christian beliefs/teachings.</p> <p>Pupils can discuss why Christians meet together.</p> | <p>Hook (Discussion about the right choice).</p> <p>Discussion about rules.</p> <p>Pupils can use statements expressing their ideas and give reasons for their suggestions.</p> <p>Pupils begin to ask important questions about texts and beliefs and can share their own possible answers.</p> <p>Pupils can engage in simple debates.</p> <p>Pupils can begin to justify their opinions and beliefs, using</p> | <p>Hook (Examining written material)</p> <p>Pupils know that the Torah is a special book for Jewish people, containing laws and history. - This lesson also links to the aspect highlighted in grey.</p> <p>Pupils can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah.</p> <p>Pupils can make connections between some of the teachings and the ways that some Jews live their lives.</p> <p>Pupils can retell some of the history of the Jewish</p> | <p>Hook (Important buildings)</p> <p>Recognise that the Synagogue is an important building for many Jewish families. Begin to ask wondering questions and share and record wonderings as appropriate.</p> <p>Recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs.</p> <p>Make links with other places of worship and consider why it is important for communities to come together.</p> | <p>Hook (Role models and leaders)</p> <p>I know the key leaders for Jewish people and can say what makes Joshua a good leader. I can recount some of the key events that demonstrate Joshua's leadership skills.</p> <p>I can say what qualities a good leader should have and put them in order from least to most important.</p> <p>I can name some leaders in my own community and reflect on what leadership qualities they should have.</p> |
|-----------|--|---|---|--|--|--|

|   |   |                                  |  |                               |  |
|---|---|----------------------------------|--|-------------------------------|--|
| <p>God is one of three persons - God the Father, God the Son and God the Holy Spirit.</p> <p>End of unit assessment</p> <p>Pupils can identify different names that Christians give to God (such as creator, Lord and king). - <b>embedded throughout</b></p> | <p>Pupils can discuss the impact on the lives of different Christians spending time together.</p> <p>Lesson linking the above outcomes to celebrations at Christmas.</p> <p>Linking all of the above by designing a poster for an important celebration next week</p> | <p>simple logic and examples</p> | <p>people and suggest why that may be important to Jews.</p> <p>End of unit assessment</p> | <p>End of unit assessment</p> | <p>I understand that it is important to follow a leader using my own values and questions to guide me.</p> <p>I can understand that different people have different views on what qualities are important to be a good leader.</p> |
|---|---|----------------------------------|--|-------------------------------|--|

|          |  |
|----------|--|
| Outcomes | <p>Asking questions helps people to decide what is right.</p> <p>I know the key leaders for Jewish people and say what makes Joshua a good leader.</p> <p>I can recount some of the key events that demonstrate Joshua's leadership skills.</p>  |
|          | <p>I can say what qualities a good leader should have and put them in order from least to most important.</p> <p>I understand that different people have different views on what qualities are important to be a good leader.</p> <p>I can name some leaders in my own community and reflect on what leadership qualities they should have.</p> <p>I understand that it is important to follow a leader using my own values and questions to guide me.</p> |

Year 2 - What are the best reasons for following a leader?

# Trinity lesson planning

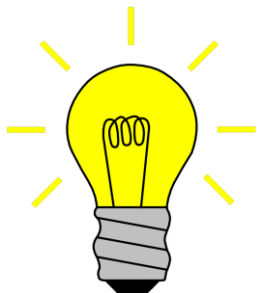
LO/ outcomes

Activate- prior learning

Acquire - teaching new knowledge (including AfL)

Apply - task for children to apply knowledge

Assess - plenary (may not always come at the end - mini plenaries!)



activate prior learning



acquire - new learning



assess - pupil assessment

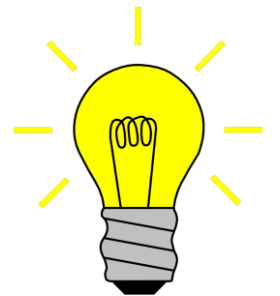
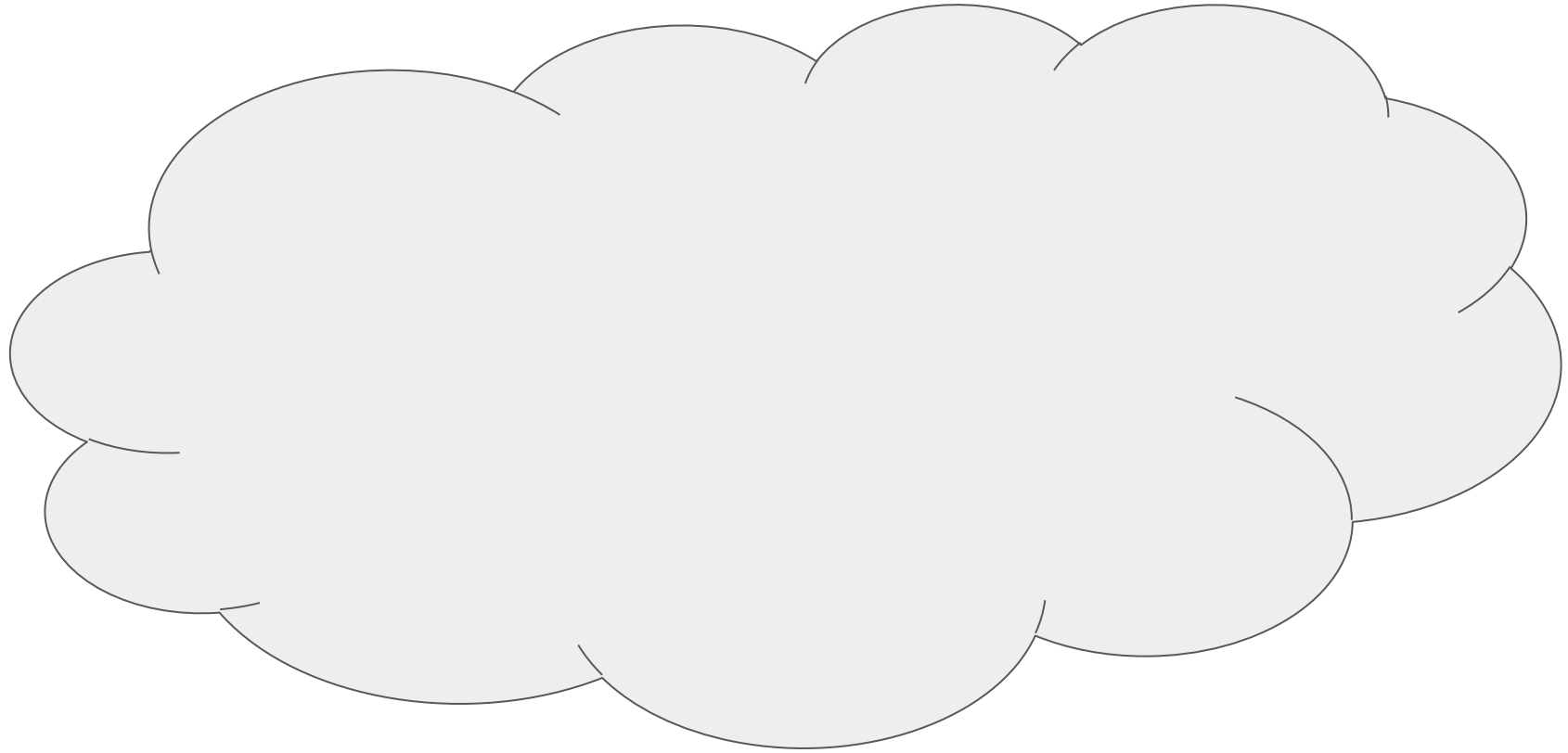


apply - model and activity

Key Question: What does it  
mean to live a good life?

L/O:

Discuss with your partner



activate prior learning





acquire - new learning



apply - model and activity

Below is an example of an activity we do during this time:

Let's add to our mind map and share with each other what we have learnt today. (new colour used for every lesson to build up a record of pupils learning during a unit)



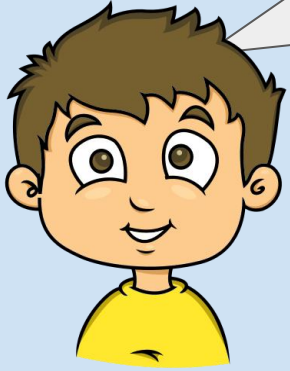
What does this look like in practice?

## Key Question:

How do Christians find out what  
God is like?

L.O - To learn about the  
miracles of Jesus.

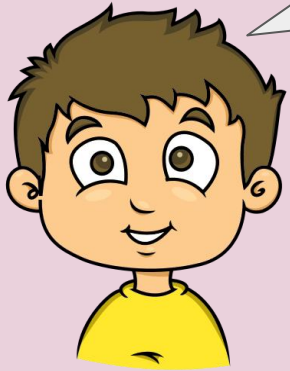
What did you learn about the parables from the Bible during our last RE lesson?



- **The Good Samaritan** - We should help others, even if they're different from us.
- **The Lost Sheep** - God loves each of us so much, and even if we wander away or make mistakes, He'll come looking for us. We're all important to God!
- **The Prodigal Son** - God is like that loving dad. Even if we mess up, He's always happy to have us come back. God never stops loving us!
- **The Wise Man and the Foolish Man** - When we follow Jesus and do what He teaches — like being kind, telling the truth, and trusting God — our lives will be strong, even when hard things happen.
- **The Lost Coin** - God cares about everyone!



Jesus did not only tell stories about God,  
but he did things that reflected the  
character of God.

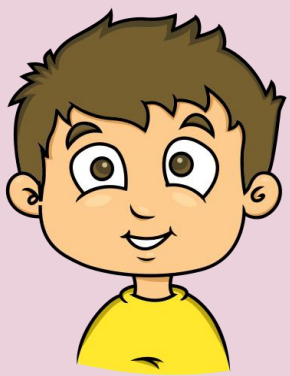


SO JESUS REPLIED, "TRULY, TRULY,  
I TELL YOU, THE SON CAN DO  
NOTHING BY HIMSELF, UNLESS HE  
SEES THE FATHER DOING IT. FOR  
WHATEVER THE FATHER DOES, THE  
SON ALSO DOES.

- JOHN 5:19

Jesus said, "I only do what my father in Heaven is doing."





# What Did Jesus Do That Was Special?

Jesus did amazing things when He was on Earth. These are called **miracles**—things only God can do!

## **Some of the Special Things Jesus Did:**

### **1. Healed Sick People**

- Jesus made people better when they were sick.
- He helped people who couldn't walk, see, or hear feel good again!

### **2. Fed Hungry People**

- One day, a big crowd was very hungry.
- Jesus shared a little boy's lunch and made **enough food for thousands of people!**

### **3. Stopped a Storm**

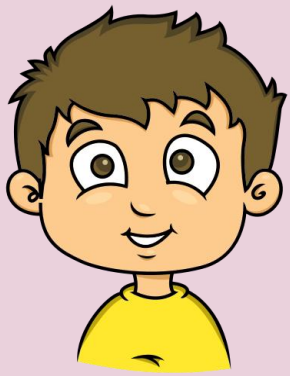
- His friends were scared in a boat during a big storm.
- Jesus told the storm, "Be still!"—and it stopped right away!

### **4. Helped Sad People**

- When someone died, Jesus brought them back to life.
- He made people happy again!







# Who Did Jesus Help?

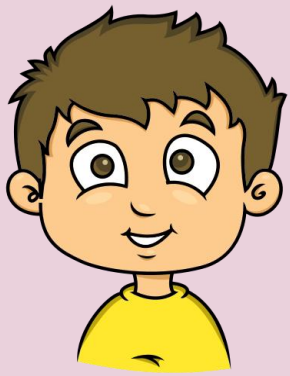
Jesus didn't only help rich or important people.

He spent a lot of time with:

- Poor people
- Sick people
- People who felt lonely or left out

Jesus showed kindness to everyone, especially those who needed help the most.



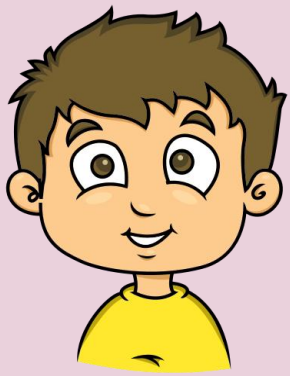


# What does it say in the Old Testament?

Before Jesus came, God also helped people—but it looked a little different:

- God gave special rules to help take care of the poor.
- Prophets like Elisha helped sick people too—but it didn't happen as often.
- People who were sick had to stay away from others because of special rules.
- But Jesus went close to them and helped them!





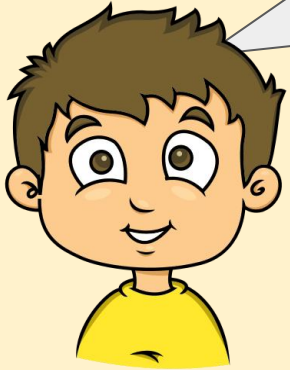
# What is the big lesson we can learn from the miracles of Jesus?

Jesus wants us to:

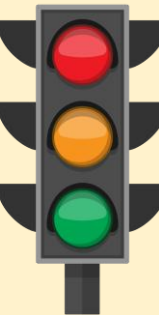
- Be kind
- Help the sick and poor
- Love everyone, even if they're different or having a hard time
- Just like Jesus helped others, we can too—with kind words, sharing, and hugs!



# How did Jesus help others?

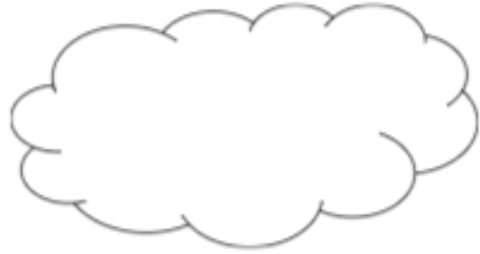
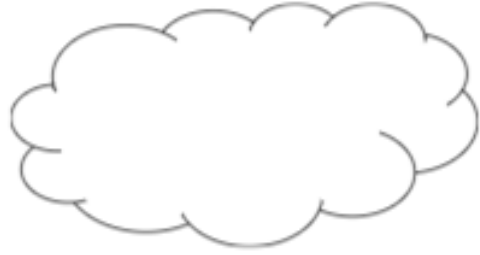
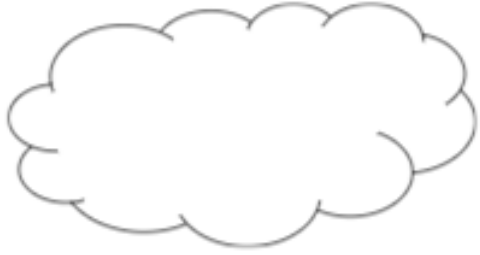


- He healed people
- He fed the hungry
- He calmed a storm
- He helped the sad



## The Miracles of Jesus

How did Jesus help others?



What can you do to help others?



Today we are going to write about the  
miracles of Jesus and how we can  
help others



apply - model and activity

- RE curriculum overview
- What does it mean to live a good life? (Year 5)
- Vertical links to Year 1 – How do people know how to behave? Year 2 What are the best reasons for following a leader? What is the good news that Jesus brings? ?, Year 3 What is it like to follow God? Year 4 What kind of world did Jesus want? Year 5 How can following God bring freedom and justice? Year 6 What would Jesus do? How does a worldview help people decide what is important?
- To evaluate what a range of religions mean by a good life.
- To know that everyone has a worldview: a particular way of looking at the world that depends on his or her context and experiences. As such, their worldview may change over time.
- To understand there are organised worldviews, but these alone do not form a personal worldview but will influence it.
- To know that worldviews are a combination of organised and personal opinions.
- Key Vocabulary - Worldview philosophy Humanism
- Explanation
- Core outcomes from the unit plan (either Diocese or UC)
- To aid activating prior learning at the beginning of each unit – vertical links to previous units
- Also links to units within their year and to future learning
- Key vocabulary

## Assessment and retrieval



| Outcomes   |     |
|--|-----|
| <ul style="list-style-type: none"> <li>• Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</li> <li>• Offer suggestions about what the description of Pentecost in Acts 2 might mean.</li> <li>• Give examples of what Pentecost means to some Christians now.</li> <li>• Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</li> <li>• Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</li> </ul>   |     |
| Partly met   | met |
|  |     |
| Digging Deeper Outcomes  |     |
| <ul style="list-style-type: none"> <li>• Order concepts within a timeline of the Bible's 'big story'.</li> <li>• List two distinguishing features of a narrative and a letter as different types of biblical text.</li> <li>• Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</li> <li>• Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</li> <li>• Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</li> <li>• Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.</li> </ul> |     |
| Partly met   | met |
|  |     |



# Retrieval Practice in R.E.

## The 5 pillars of Islam

Match the pillar name to its definition:

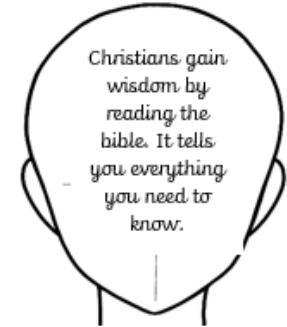
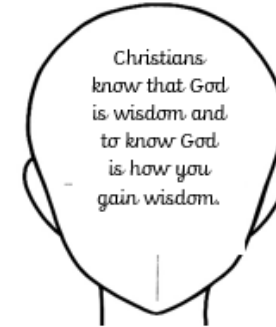
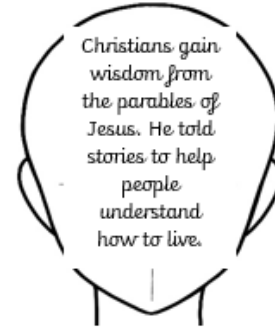
|                 |  |                      |
|-----------------|--|----------------------|
| <u>Shahadah</u> |  | Pilgrimage           |
| <u>Salat</u>    |  | Declaration of faith |
| <u>Zakah</u>    |  | Fasting              |
| <u>Sawm</u>     |  | Prayer               |
| <u>Hajj</u>     |  | Charity              |

## Which prophet is being described?

|   |  |
|---|--|
| I taught everyone that there is only one God. |  |
| I defeated a giant.                           |  |
| I am considered to be the father of mankind.  |  |
| I performed miracles.                         |  |
| I freed people from Egypt.                    |  |

Which of these statements would a Christian agree with the most about where they gain wisdom from?

Explain why?



## What was the view of Ancient Greek philosophers about how to live a good life?

Ancient Greece was famous for its philosophers. To name a few would be: Socrates, Aristotle and Plato. Socrates believed that there were five virtues \_\_\_\_\_

Aristotle believed in a concept called the golden mean \_\_\_\_\_

# Retrieval Practice in R.E.

## Retrieval Practice Points

|          |  |
|----------|--|
| 4 points | Name the most important symbol for baptism and give a reason |
| 3 Points | Explain the meaning behind one symbol of baptism.            |
| 2 Points | Describe how one symbol of baptism is used.                  |
| 1 Point  | Name 3 symbols of baptism.                                   |

Expand and elaborate on the following statements:

|  |  |
|--|--|
| Knowledge is about knowing something.    |  |
| Wisdom is about making the right choice. |  |

| Knowledge Recall  | Knowledge Organiser   |
|---|---|
| 1) Write down from memory key information you can remember about 'rites of passage'. No looking in your book! | 2) Now look at your knowledge organiser and add any additional information in this section. |
|   |   |

State 3 key facts from last lesson.

Create a question based on the content of last lesson.

What keywords did you use or learn last lesson?

## Key Words

### Christianity

Vicar



Judaism

Rabbi



Symbol

Star of David



Tallit



Kippah



## Religious clothes and symbols

Do religious symbols mean the same to everyone?

Tick **v** or cross **x** what you think is true or not true:

☐ Symbols remind people about stories of their faith?

---

---

---

Symbols are for others NOT the wearer.

☐ \_\_\_\_\_

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---

Wearing symbols helps people to believe.

☐ \_\_\_\_\_

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☐ Symbols remind people of important parts of their faith.

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## Colours of the church year



Normal time



Christmas

Easter



Lent

Advent

Holy Week



Pentecost

## Christian Christmas Symbols





# Shabbat quiz!



What does “Shalom” mean?

“Hello” or “peace”!





How often do Jews celebrate  
Shabbat?

Every week



On what day of the week  
does Shabbat begin?



# What is a kiddush cup?

A cup used to  
drink wine after  
the blessing.





# What is the Havdalah?

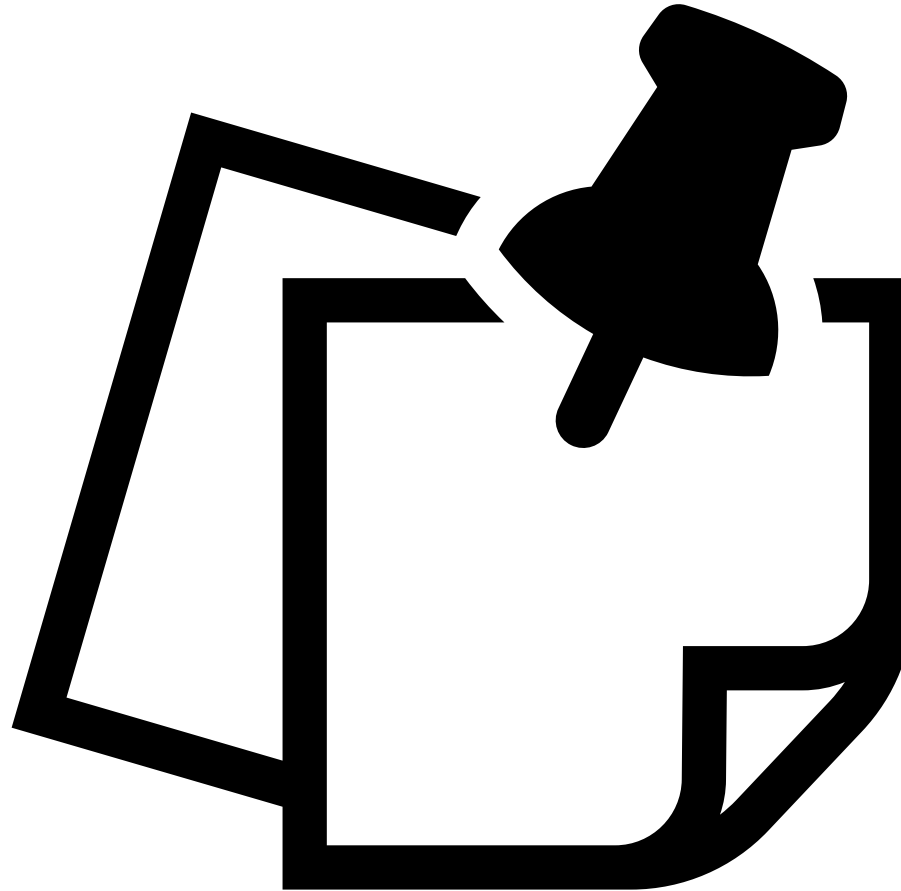
A ceremony to  
mark the end of  
Shabbat.



You need three things for Havdalah.  
A wine cup, a spice box and...?  
... a twisted candle  
with six wicks!



## Resources



# Holy Trinity Spinners

A fun way to represent and explore the Holy Trinity - God the Father, God the Son and God the Holy Spirit.

## You will need:

collage paper/ feathers etc or felt tips

blue tack

glass pebbles

bottle tops

card

a circle split into three equal parts drawn or printed onto card

Get children to think about what they have heard and know about the Father, Son and Holy Spirit.

On each third of the circle use colours, shapes and symbols to draw or collage their thoughts/ feelings/ ideas about each person of the Trinity.

It is really interesting to use the time to chat to the children about what they choose to do!



# RE resources for Network meeting

[BBC Teach](#)

Religions of the World stories, Treasure Champs stories and My Life My Religion series.

[BBC Teach - YouTube](#) (search for: Religions of the World)

<https://www.natre.org.uk/>

[Enter Spirited Arts | NATRE Competition](#)



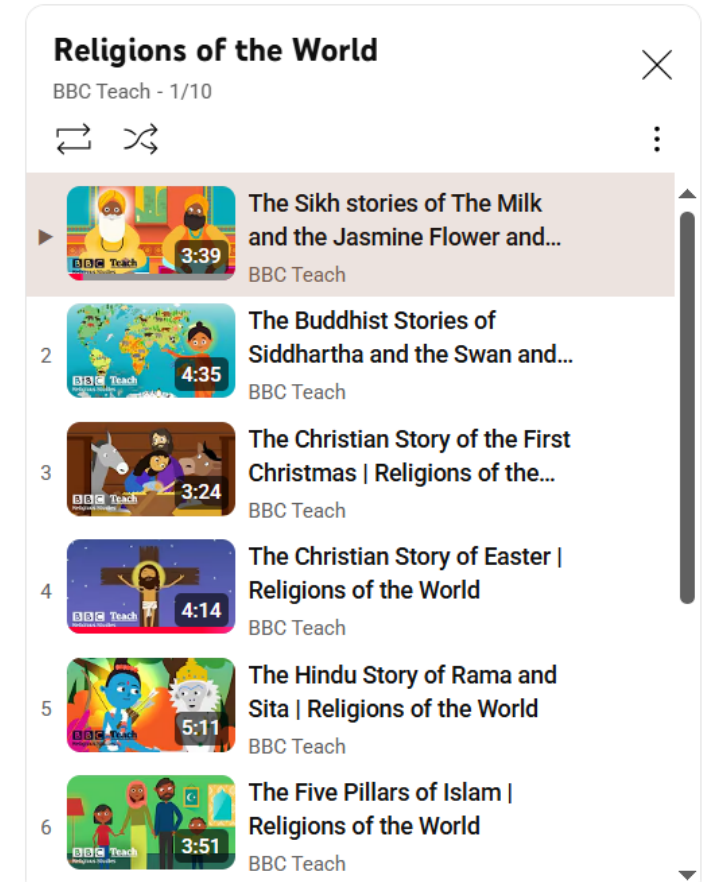
<https://www.reonline.org.uk/>

➤ [REONLINE - Primary RE Useful Websites](#)



[Resources - RE:request \(request.org.uk\)](#)

[Schools Resources | Visit My Mosque](#)





## RE Resources Windrush CE Primary

- Godly Play
- Church visits
- Children and parents – sharing world views
- BBC Teach/Bitesize
- Beginner's Bible – YouTube
- Craft activities
- Jigsaw RE



... BBC  
BBC Two - My Life, My Religion, Judaism ...

... BBC  
What Is Judaism? - BBC Bitesize

**Jigsaw RE®**  
The enquiry approach to  
Religious Education

- <https://www.bbc.co.uk/teach/class-clips-video/articles/zbf2t39>





## School Activities - THE BAHÁ'Í COMMUNITY OF TRAFFORD

The non-statutory guidance suggests that study of Bahá'í beliefs can be included in the locally agreed syllabus, as it is in a growing number of local authorities.

[www.traffordbahais.org.uk](http://www.traffordbahais.org.uk)

<https://www.traffordbahais.org.uk/school-activities1.html>



## My suggestions



**Oak National Academy – lots of new units, prepare for an autumn relaunch**



**John D Holt – CPD videos**



**RE Today Resources – including Understanding Christianity and Understanding Muslims, Understanding Islam**

## Other issues to be aware of:

- Christianity as a Global World Faith
- Curriculum and Assessment Review report – RE is likely to get some attention
- SIAMS has a focus on RE:
- Focus on disciplinary lenses
- Focus on disciplinary knowledge as well as substantive knowledge

### SIAMS Development points

**Global Christianity**

**Understanding of Worldviews**

**Monitoring of RE (inc. by governors)**

**Quality of teaching**

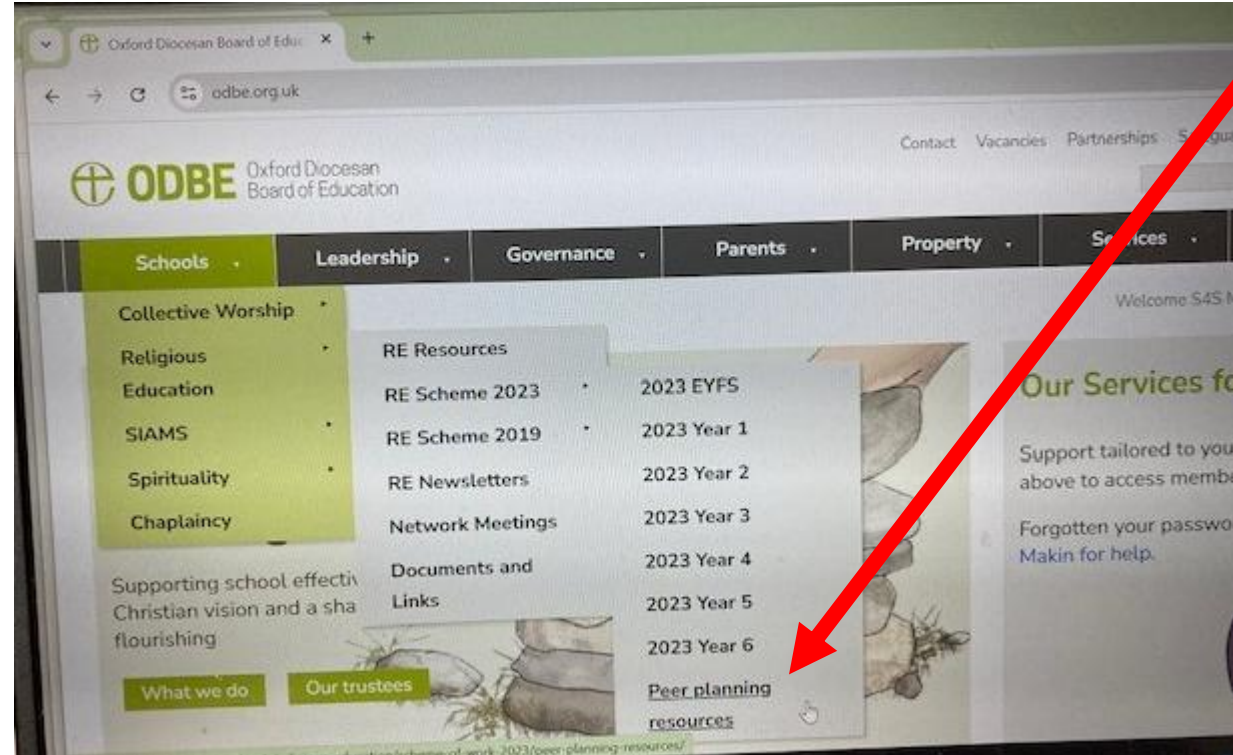
**Subject leadership**

**Progress in RE**

**Non-religious worldviews**

## New to the scheme of work.

Login and choose the 2023 scheme of work and after the unit plans is the Peer Planning and resources page:



Here you will find some knowledge organisers made by the writing team and some offered by schools. More donations welcome. Share your good practice.

## RE Training 2025-26

All the training information and booking links are already on the diocesan website for the academic year 2025-26:

<https://www.odbe.org.uk/training/for-schools/>

**New this year: RE Live Q & As**

25<sup>th</sup> September; 8<sup>th</sup> January and 22<sup>nd</sup> April 4 – 5pm, online

*RE Leadership Development Network, New to RE Leadership and training on the Scheme of Work continue to be offered.*

*There is also training in RE for ECTs.*

*For Godly Play/Dwelling in Story information or to request a Cycle of the Year set contact:*

[marion.standing@oxford.anglican.org](mailto:marion.standing@oxford.anglican.org)

