

### RE SACRE Content Coverage

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
<b>Year One Topics</b>	<b>Paws, Claws and Whiskers</b> Why do tigers have sharp teeth?	<b>Superheroes</b> Why do people wear a poppy?	<b>Memory Box</b> Why is Frank Hornby famous?	<b>Street Detectives</b> Why Tuebrook is called Tuebrook?	<b>Africa Oye!</b> Can you grow tangerines in Liverpool?	<b>Splendid Skies</b> Why are the Wright brothers famous?
<b>Year One RE Coverage</b>	<p><b>Theme:</b> The Creation Story</p> <p><b>Concept:</b> God/Creation</p> <p><b>Key Question:</b> Does God want Christians to look after the world?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> The Christmas Story</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus as a Friend</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Was it always easy for Jesus to show friendship?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter – Psalm Sunday</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Shabbat</p> <p><b>Key Question:</b> Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Rosh Hashanah and Yom Kippur</p> <p><b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>
<b>Ongoing</b>	<p><b>Learning About Religion:</b></p> <ul style="list-style-type: none"> <li>explore a range of religious stories and sacred writings, and talk about their meanings</li> <li>name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate</li> <li>identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</li> <li>explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses</li> <li>Identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.</li> </ul> <p><b>Learning from Religion:</b></p> <ul style="list-style-type: none"> <li>reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness</li> <li>ask and respond imaginatively to puzzling questions, communicating their ideas</li> <li>identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice</li> <li>Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</li> </ul>					
<b>Extra</b>	Harvest Festival Assembly linked to school value Bethel Church Assembly	Shoebbox Appeal Christmas Nativity Assembly linked to school value Bethel Assembly	Local Christian Visitors Assembly linked to school value Bethel Assembly	Bethel Church workshop –Easter to Pentecost Assembly linked to school value Bethel Assembly	Visit to Liverpool Museum Local Jewish Visitor Assembly linked to school value Bethel Assembly	Assembly linked to school value Local Jewish Visitor Bethel Assembly

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	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
<b>Year Two Topics</b>	<b>Scrumdiddlyumptious</b> Why can't I have chocolate for breakfast?	<b>Fire, Fire!</b> Why are houses made from brick?	<b>At Home and Further Away</b> Why are the Beatles famous?	<b>Extreme Earth</b> Why are polar bears white?	<b>Wonderful Woodland</b> Why are squirrels suited to a woodland?	<b>Changes</b> Why do frogs eat butterflies?
<b>Year Two RE Coverage</b>	<p><b>Theme:</b> What did Jesus teach?</p> <p><b>Key question:</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas – Jesus as a gift from God</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key question:</b> Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Passover</p> <p><b>Key question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Easter – Resurrection</p> <p><b>Concept:</b> Salvation</p> <p><b>Key question:</b> How important is it to Christians that Jesus came back to life after his resurrection?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Community and Belonging</p> <p><b>Key question:</b> Does going to a mosque give Muslims a sense of belonging?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Hajj</p> <p><b>Key question:</b> Does completing Hajj make a person a better Muslim?</p> <p><b>Religion:</b> Islam</p>
<b>Ongoing</b>	<p><b>Learning About Religion:</b></p> <ul style="list-style-type: none"> <li>explore a range of religious stories and sacred writings, and talk about their meanings</li> <li>name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate</li> <li>identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</li> <li>explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses</li> <li>Identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.</li> </ul> <p><b>Learning from Religion:</b></p> <ul style="list-style-type: none"> <li>reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness</li> <li>ask and respond imaginatively to puzzling questions, communicating their ideas</li> <li>identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice</li> <li>Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</li> </ul>					
<b>Extra</b>	Harvest Festival Assembly linked to school value Bethel Assembly	Shoebox Appeal Christmas Nativity Bethel Church drama – A Christmas Journey Assembly linked to school value Bethel Assembly	Jewish visitor - Passover Assembly linked to school value Bethel Assembly	Assembly linked to school value Bethel Assembly	Assembly linked to school value Bethel Assembly	Local Muslim visitors Assembly linked to school value Bethel Assembly

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