



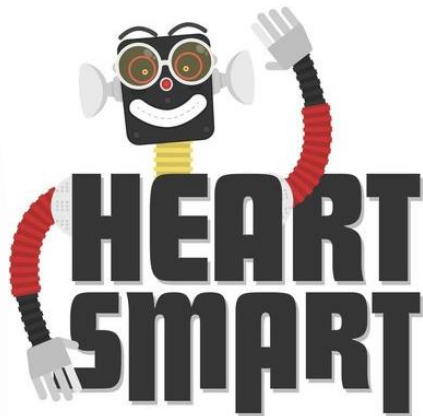
# OUR RE CURRICULUM



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THE BLACKBURN  
DIOCESAN BOARD  
OF EDUCATION



Questful RE

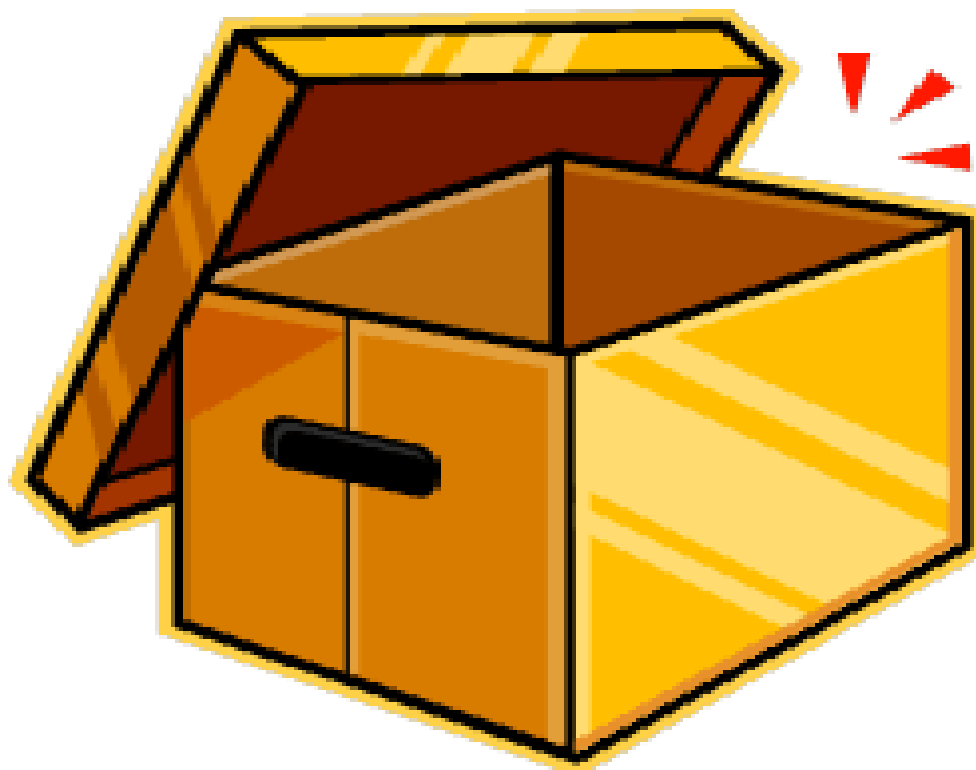


# OUR RE CURRICULUM

- RE lessons
- Worship
- PSHE
- English: 'Good Works' units
- Faith Mission: Bible Explorers



# RECEPTION: CHATTERBOX UNITS



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These include:

- I am special
- Harvest
- Special people
- Christmas
- Stories Jesus told
- Easter
- Friendship
- Special places
- Prayer
- Special times

*Christianity  
and other faiths*



# KS1 (YEARS 1 AND 2): QUESTFUL RE UNITS



## RE Curriculum Overview 2017-2018

### Key Stage 1

		Questful RE Unit	Understanding Christianity Unit	Suggested hours	Non-Christian Faith Link/Unit
Year 1	Autumn	1.1 Harvest. How can we help those who do not have a good harvest?		5 (3+2)	Jewish festival of Sukkot
		1.2 God and Creation	UC 1.2 Who made the world?	5	
		1.3 Christmas. Why do we give and receive gifts?	UC 1.3 Why does Christmas matter to Christians?	5	
	Spring	1.4 Jesus was special		6	
		1.5 Easter celebrating new life and new beginnings	UC 1.5 Why does Easter matter to Christians?	5	
	Summer	1.7 Why is Baptism Special?		7 (4+3)	How do people of other faiths welcome new babies?
		1.8 Joseph		4	
55 Expressing Christian faith through art			3-4		
Year 2	Autumn	2.1 The Bible. Why is it such a special book?		10 (6+4)	Do people of other faiths have holy books?
		2.2 Christmas. Why was the birth of Jesus such good news?	UC 1.3 Why does Christmas matter to Christians?	4	
	Spring	2.3 Jesus, friend to everyone	UC 1.4 What is the Good News Jesus brings?	6	
		2.4 Easter. How do symbols help us to understand	UC 1.5 Why does Easter matter to Christians?	5	

# LKS2 (YEARS 3 AND 4): QUESTFUL RE UNITS



## RE Curriculum Overview 2017-2018

### Lower Key Stage 2

		Questful RE Unit	Understanding Christianity Unit	Suggested Hours	Non-Christian Faith Link/Unit
Year 3	Autumn	3.1 Called by God	UC 2A.2 what is it like to follow God?	7	
		3.6 Harvest		5 (3+2)	Revisit the Jewish festival of Sukkot
		3.2 Christmas. God with us		4	
	Spring	3.3 Jesus the man who changed lives	UC 2A.4 What kind of world did Jesus want?	6	
		3.4 Exploring the sadness and joy of Easter	UC 2A.5 Why do Christians call the day Jesus died Good Friday?	5	
	Summer	3.5 Which rules should we follow?	UC 2B.3 How can following God bring freedom and justice?	12 (6+6)	Does everybody follow the same rules?
S2 The Lord's Prayer			4		
Year 4	Autumn	4.1 God, David and the Psalms		6	
		4.2 Christmas. Exploring the symbolism of Light		6 (4+2)	Hanukkah (The Jewish festival of light)

# UKS2 (YEARS 5 AND 6): QUESTFUL RE UNITS



## RE Curriculum Overview 2017-2018

### Upper Key Stage 2

		Questful RE Unit	Understanding Christianity Unit	Suggested Hours	Non-Christian Faith Link/Unit
Year 5	Autumn	5.1 How and why do Christians read the Bible?		11 (6+5)	How important are holy books in other faiths?
		5.2 Christmas. The Gospels of Matthew and Luke	UC 2B.4 Was Jesus the Messiah?	4	
	Spring	5.3 Jesus the Teacher	UC 2B.5 What would Jesus do? UC 2B.8 What kind of King is Jesus?	6	
		5.2 The Lord's Prayer		4	
		5.4 Why do Christians believe that Easter is a celebration of Victory?	UC 2B.6 What did Jesus do to save human beings?	5	
		5.5 Exploring the lives of significant women in the Old Testament		7 (5+2)	Jewish festival of Purim
	Summer	5.6 Loss, death and Christian hope	UC 2B.7 What difference does the resurrection make for Christians?	6 (5+1)	End of life Rituals
		5.7 Daniel. Did he make the right choice?			

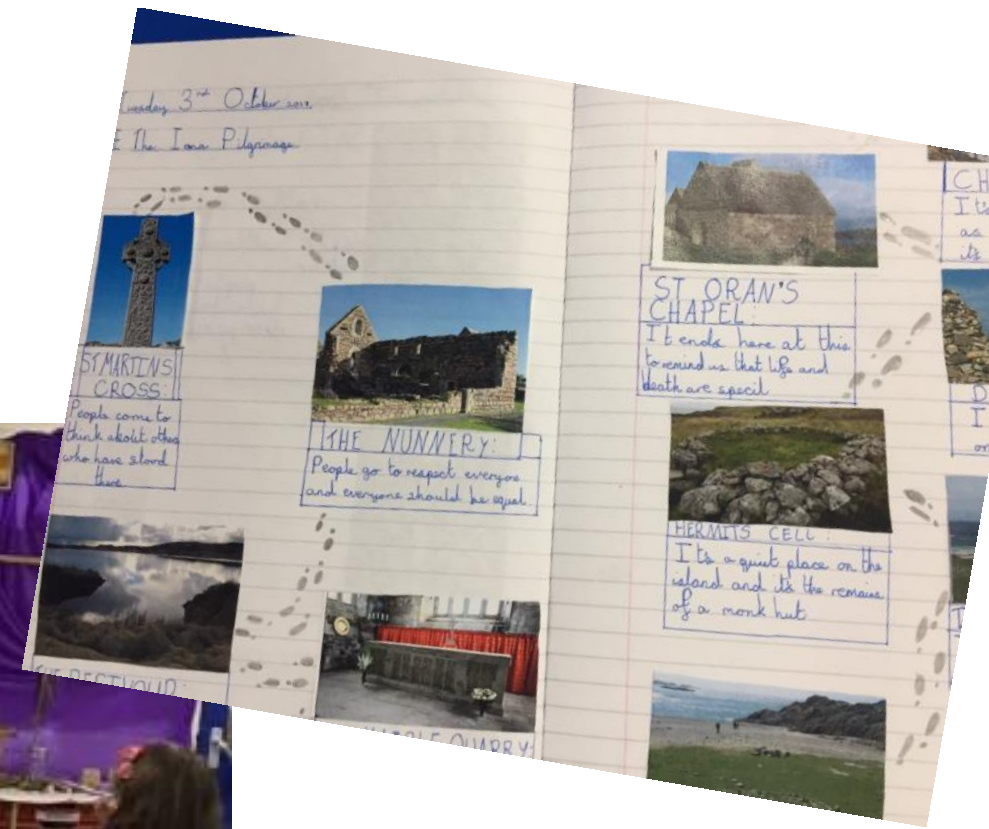
# EXPERIENCES



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# ENGLISH: 'GOOD WORKS' UNITS



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In the same way, **let your light shine** before others, so that they may see your **good works** and give glory to your Father in heaven.

**Matthew 5:16**



# ENGLISH: 'GOOD WORKS' UNITS

ENGLISH CURRICULUM OVERVIEW 2018/19

PARBOLD DOUGLAS CE ACADEMY

	TERM 1 15 weeks		TERM 2 12 weeks		TERM 3 12 weeks	
	UNITS	GOOD WORKS: JESUS – THE GOSPEL STORY	UNITS	GOOD WORKS: JESUS – THE STORYTELLER	UNITS	GOOD WORKS: CHRISTIANITY TODAY
YEAR 1	<p>Stories linked to a popular book (e.g. Lost &amp; Found)</p> <p>Recounts</p> <p>Labels, lists and captions</p> <p>Poetry recital</p>	<p>The Birth of Jesus</p>	<p>Stories linked to a popular book</p> <p>Reports</p> <p>Explanations</p> <p>Poems on a theme</p>	<p>The lost coin</p> <p>Core value: Love</p>	<p>Traditional tales – fairy tales</p> <p>Stories linked to a popular book</p> <p>Reports</p> <p>Poems on a theme</p>	<p>Instructions: <i>Recipe for a good friend!</i></p>
YEAR 2	<p>Traditional tales – fairy tales</p> <p>Explanations</p> <p>Recounts</p> <p>Poetry recital</p>	<p>The Baptism of Jesus</p>	<p>Stories linked to a popular book (e.g. Katie Morag stories)</p> <p>Reports</p> <p>Poems on a theme</p>	<p>The lost sheep</p> <p>Core value: Friendship</p>	<p>Stories linked to a popular book</p> <p>Instructions</p> <p>Explanations</p>	<p>Information report: <i>Helping the poor: How can we love like Jesus?</i></p>
YEAR 3	<p>Traditional tales – fables</p>	<p>The Ministry of</p>	<p>Stories linked to a popular</p>	<p>The workers in</p>	<p>Adventure stories</p>	<p>Persuasion: <i>Is it fair that</i></p>

# ENGLISH: 'GOOD WORKS' UNITS

## GOOD WORKS CURRICULUM

JESUS: THE

YEAR GROUP	2	STORYTELLING UNIT	The Baptism of Jesus	SUGGESTED LENGTH	8
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### UNIT OVERVIEW

By the end of this unit, children will be able to retell the story of the baptism of Jesus. Children will be immersed in the story by exploring different retellings – they will learn one version as a class using story maps as prompts. They will then identify key events in the story, and work towards specific punctuation objectives, before retelling it in their own words. After writing their own version, children will improve their work.

### NOTES FOR TEACHERS

Less to complete...

### WRITING SKILLS COVERAGE

It is recommended that teachers identify 3 core targets (one from each of the sections below), based on the needs of their class:



#### Sentence and punctuation:

- Use subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Use expanded noun phrases for description and specification e.g. the blue river, a bright light from the sky.
- Make consistent use of the present or past tense.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.
- Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

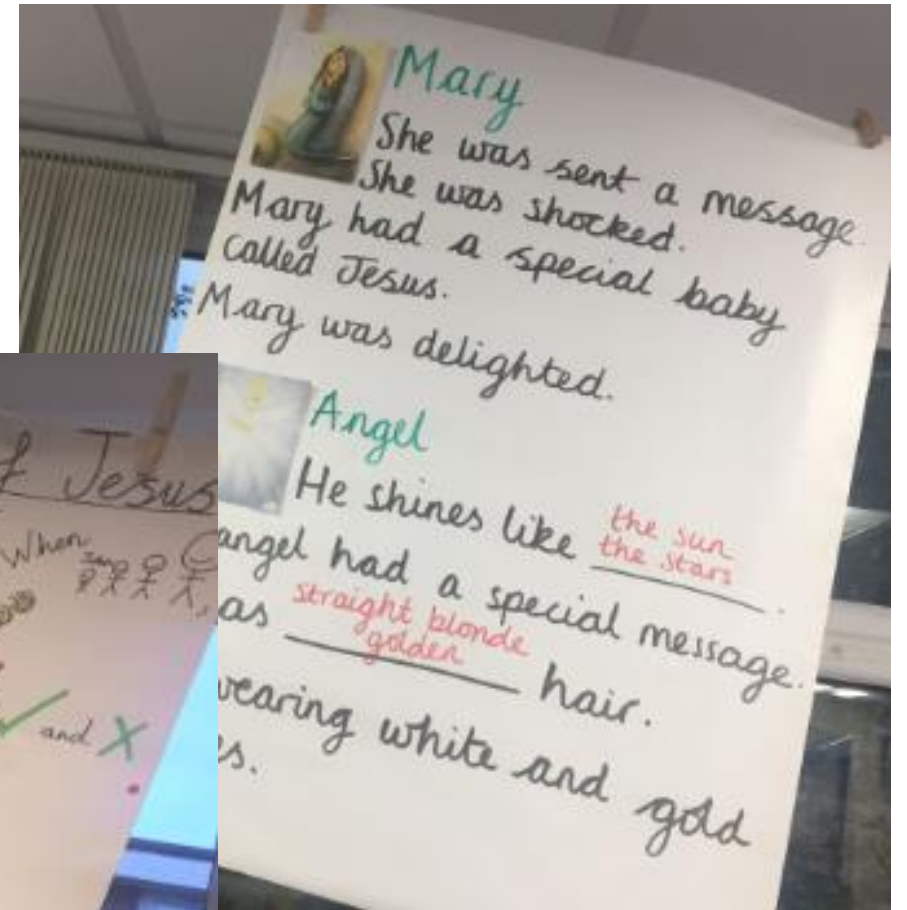
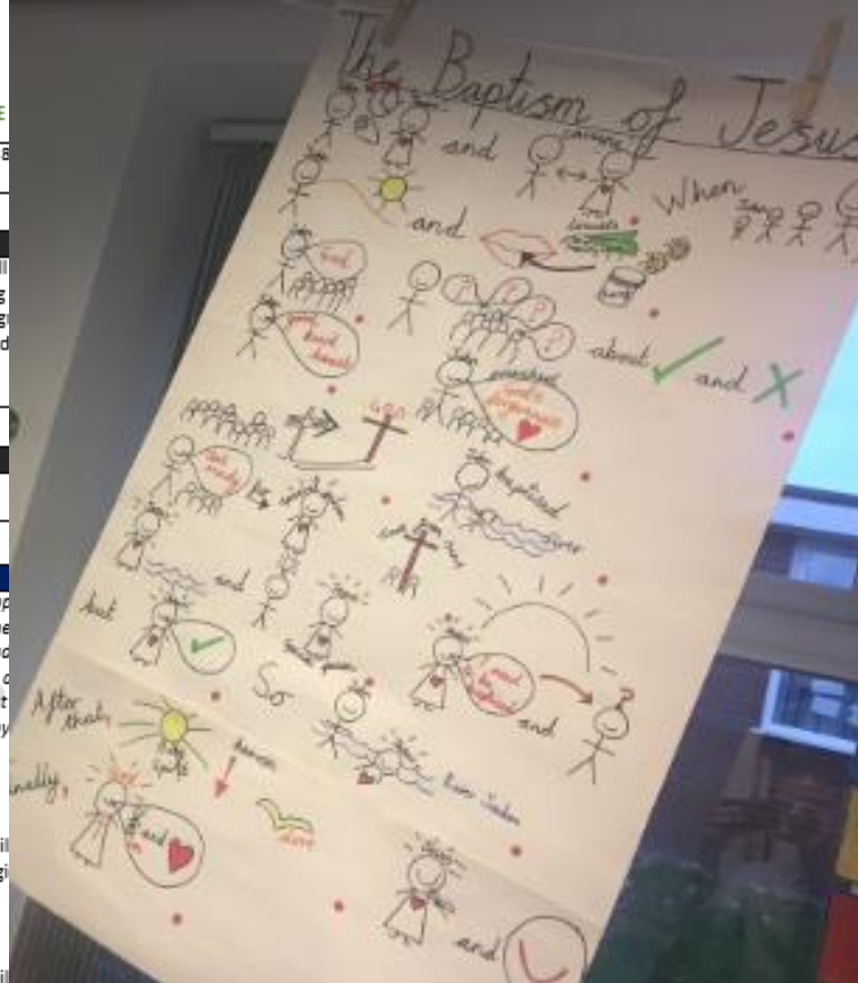
#### Vocabulary:

- Form nouns using suffixes such as -ness, -er, e.g. wilderness.
- Form compound nouns by putting words together e.g. someone.
- Form adjectives using suffixes such as -ful, -less, e.g. helpful.

### RE LINKS

The unit supports children in achieving the expectation of achievement developed by Diocese):

- ▲ Pupil religious
- Pupil details of stories.



# FAITH MISSION: BIBLE EXPLORERS

Years 5 and 6





# OUR RE CURRICULUM

