

Curriculum Overview RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What does it mean to belong?</p> <ul style="list-style-type: none"> • What does it mean to belong? • How do I show I belong? • How do people belong to a faith? • How does a welcome ceremony help people belong? • Aqiqah (Islam) what would you whisper to a baby? • What is a naming ceremony? 	<p>Sharing special times together & Christmas</p> <ul style="list-style-type: none"> • How and why do we celebrate? • What do people wear, eat etc? • How is a religious festival celebrated by believers? • Christmas: Invisible gifts • What gift would you give a new baby? • What is the most special gift you have received/given? • Is it better to receive or give a gift? 	<p>Why, How and where do people worship? Judaism</p> <ul style="list-style-type: none"> • What is worship? • Where do people go to worship? • How can people worship at home? 	<p>Who is special?</p> <ul style="list-style-type: none"> • Who is special to me and why? • Who are the special people in religions? • What do religious leaders do? • What special clothes do religious leaders wear? 	<p>What makes a book special?</p> <ul style="list-style-type: none"> • What books are special to me? Why? How do we treat special books? • What are the special books in religions? • Where do religious stories come from? • How are sacred books treated? • How are special books used by believers both at home and in places of worship? 	<p>Who cares for the world? Environmental responsibilities</p> <ul style="list-style-type: none"> • How was the world created? • How do religious believers feel they should protect the world? • How can we care and protect our world? In school? At home? In the community?
Year 2	<p>Religious Teachers: What do we know about Jesus?</p> <ul style="list-style-type: none"> • Briefly revisit the Christmas story 	<p>Celebrations: Light and darkness & Christmas</p> <ul style="list-style-type: none"> • Introduce light and dark through 	<p>Special places</p> <ul style="list-style-type: none"> • Focus on the local community introducing pupils to the buildings in the area of the school and 	<p>Why do we care for others?</p> <ul style="list-style-type: none"> • Explore what is meant by fairness. Ask: Do we treat everyone fairly? 	<p>Why do stories matter? Stories in Christianity and other faiths</p> <p>Continue to add to pupils' knowledge and</p>	<p>Who am I? Where do I fit in? What is my place in the world?</p> <ul style="list-style-type: none"> • Who am I? What

	<p>and the early life and childhood of Jesus.</p> <ul style="list-style-type: none"> • What stories can children tell about their early lives? • Jesus as a storyteller – focus on appropriate stories and their meanings? • What is a parable? • What stories do other faiths tell of their faith leaders: Guru Nanak, Buddah, Muhammad (PBUH), Moses, Kishna. • What similarities are there in the way such people are portrayed? 	<p>stories and pictures – chn share experiences.</p> <ul style="list-style-type: none"> • How are light and darkness symbolic? • What festivals show light as an importance? (Diwali) • The theme of light in Hannakah, Diwali and advent. • How is light a Christian symbol? (Jesus is the light of the world) <p>Christmas: Continue to focus on the theme of the light shining in the darkness to develop understanding of the significance of the Christmas story. Advent candles, Christingle, the star guiding the wise men to Jesus; Christmas lights in towns and homes.</p>	<p>talking about what they are for.</p> <ul style="list-style-type: none"> • What makes a place special? • What places are special for the children? • Identify secular and religious examples, eg parks, public spaces places of worship. • Investigate a local place of worship – what can you see – what does it mean? • Can pupils make links with prior learning and experiences, e.g. identifying the font and linking it with baptism? 	<ul style="list-style-type: none"> • Why should we care whether people we don't know are being treated fairly? • Focus on a Charity linked to the school, e.g. World Vision, Water Aid, Samaritan's Purse. • What motivates people to help others, e.g. their faith, just being good human beings? • Explore the impact of religion on people's lives focusing on Christianity and another faith? • Religious teachings about care and respect for others, e.g. Islam – commitment to zakat; • Christianity – stories about Jesus the healer • Be specific about the sources of 	<p>understanding of religious and secular stories.</p> <ul style="list-style-type: none"> • Why are stories important? • How are stories passed down through families and retold? Why is it important that stories are retold? • Discuss what makes a good story. Why are stories important? Explore children's favourite stories, what kind of stories do they like best and why? • What are religious stories? Locate these stories in their sacred texts. • Introduce some parables, moral stories from Christianity and another faith. • How are parables/moral religious stories 	<p>makes me 'me'? What/who really matters to me?</p> <ul style="list-style-type: none"> • Where do humans fit into the great scheme of things? What is my place in the world? • What do religions teach about the answers to these questions? (Refer to Christianity and the chosen religions.)
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				stories from all faiths.	used to teach people about God and how they should behave? (e.g. stories which focus on forgiveness, jealousy, humility, caring, reconciliation.)	
Year 3	<p>Beliefs in action in the world: People of faith</p> <ul style="list-style-type: none"> • What does it mean to have faith? • What is faith? Where does it come from? How does it influence people's lives 	<p>Celebration: Waiting and preparing & Christmas</p> <ul style="list-style-type: none"> • Discuss the purpose of religious and secular celebrations in passing on shared memories, beliefs and 	<p>How important can a book be?</p> <ul style="list-style-type: none"> • Share a special book with the children explaining why it is special. • Show and talk about a range of sacred texts in different forms and versions. 	<p>What does it mean? Signs and symbols</p> <ul style="list-style-type: none"> • Explore and develop vocabulary relating to religious practice, revisit symbols already covered, e.g. baptism, light and 	<ul style="list-style-type: none"> • Compile a special class book of favourite stories both religious and secular. • Use a Philosophy for Children approach to exploring stories, e.g. setting up a Community of Enquiry. 	<p>Three people who changed the world (generic unit)</p> <ul style="list-style-type: none"> • Religious teachers and prophets/special/key people. Focus on Jesus, Muhammad and the Buddha. How do we know

	<p>and actions?</p> <ul style="list-style-type: none"> • Where does faith come from? Explore this question through the lives of some inspirational people of faith e.g. Sir John Templeman, Cliff Richard, Bono, Geldof, Mother Teresa. • How is Jesus a model for Christians? Focus on teachings of Jesus that everyone matters, e.g. The Widow's mite, Zacchaeus, healing of Bartimaeus. • Introduce examples from other faiths and secular examples. • Reflect on people the pupils find inspiring 	<p>values.</p> <ul style="list-style-type: none"> • Explore the experience of 'Waiting for Christmas' during Advent; emphasise the sense of excitement, anticipation, hope. • Explore children's feelings of excitement and anticipation before Christmas or other special festivals, e.g. Hannukah (Judaism), Eid (Islam), Diwali (Hinduism). • Work with the children to plan and organise their own class festival. • Compare the children's feelings of excitement and anticipation with those of people in the religions studied. <p>Christmas: Revisit the Christmas story</p>	<ul style="list-style-type: none"> • Why do religions have sacred texts? How are they different from other books? • Where do sacred texts come from? • Why are religious texts special? • Focus on the stories of Easter (Christianity) and Passover (Judaism) locating them in the sacred texts of the two religions. <p>Use approaches such as drama, role play, hot-seating to explore the stories.</p> <ul style="list-style-type: none"> • What do these events mean to believers? 	<p>darkness, Easter, Passover.</p> <ul style="list-style-type: none"> • Understand the significance of symbols representing different religions eg outward signs of the 5Ks in Sikhism; Jewish Tallith, phylactery; Five Pillars (Islam). • Explore the story of Pentecost, its symbolism and its significance for Christians. • How might the disciples have felt when they experienced the Holy Spirit? • Have pupils ever had a life – changing experience? 	<p>stories with the children, exploring meanings.</p> <ul style="list-style-type: none"> • Are religious stories different from secular stories? How/why? • Discuss how religious stories, e.g. Bible stories, are often told/written to teach believers about God and how they should live. This may also be true of non-religious stories, e.g. Fables and Fairy Stories. • Explore and compare some suitable stories from Christianity and Hinduism – what characteristics are shared? • Collect favourite stories and make a class book. <p>Rewrite some of the religious stories</p>	<p>about them? Re-introduce the sources of the stories.</p> <ul style="list-style-type: none"> • What do the stories tell us about them as people and what they believed in? • Identify the characteristics of such people. Do such people exist today?
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	and explore the reasons why and what difference it makes to their lives.	emphasising the experience of waiting for Mary, Joseph, Elisabeth, Zachariah. Build on the children's experiences of waiting for something/someone and their feelings in anticipation of Christmas or another special festival			covered in this unit as little books for younger children and share them with other classes.	
Year 4	<p>What is worship?</p> <ul style="list-style-type: none"> • Why do people worship? • Why do we have assemblies in school? What happens in assemblies? • Why do religious people come together to worship? • Why are the time and place significant? • What do people do when they worship? • Differences in Christianity 	<p>Where are we going? Journeys & Christmas journeys</p> <ul style="list-style-type: none"> • What journeys have we been on? i.e holidays, school trips; for some it might be a traumatic experience e.g. for refugees or asylum seekers: use resources from Christian Aid. • Investigate Pilgrimages, e.g. Christianity: Lourdes, Walsingham; 	<p>What makes a book Holy?</p> <ul style="list-style-type: none"> • Why are some books 'holy' and some just ordinary? • How do we treat our books? • Focus on some holy books to discover what is in them and how members of that religion use them; how do they treat them and take care of them? • Compare use of electronic technology, e.g. a 	<p>What's right and what's wrong?</p> <ul style="list-style-type: none"> • Explore with pupils the question: What are moral values? • Use stories, e.g. 'Values for Thinking' by Robert Fisher to help pupils understand • Where do we find our values to live by? • Focus on rules for living in the faiths studied, e.g. The Ten Commandments, 	<p>Thinking about God</p> <ul style="list-style-type: none"> • What do people mean when they talk about God? • Explore a range of different views: One God? Many Gods? No God? • Introduce pupils to new vocabulary, e.g. theist, monotheist, atheist, agnostic, religious, secular. • Focus on: • Faiths where belief in one God is central: 	<p>Religion-on-sea: Looking for Religion in our community.</p> <ul style="list-style-type: none"> • explore the question 'who are we and where do we belong?' • use a range of research and inquiry skills to investigate the significance of religion in the local community • identify how religious families and communities practice their faith and the contribution this

	<p>between denominations – reasons why? (e.g. Quakers, Roman Catholics and Pentecostals)</p> <ul style="list-style-type: none"> • Places of worship in our locality. 	<p>Islam: Haj; Hinduism: Benares; Judaism: Jerusalem.</p> <ul style="list-style-type: none"> • How are pilgrimages different from other journeys? • Consider journeys that are forced rather than chosen, e.g the Exodus from Egypt. • Discuss: ‘Where are we going in our own lives?’ • Pupils reflect on ‘A journey I would like to make’. <p>Christmas Journeys:</p> <ul style="list-style-type: none"> • Explore Mary’s Journeys – Nazareth to Bethlehem, to Egypt and back to Nazareth. Use maps to trace the probable route. How far? How long would it have taken? 	<p>Satnav, with using a road map – what are the advantages and disadvantages of having a book?</p> <ul style="list-style-type: none"> • Is it the content of a book that makes it special? Or is it what people believe about it? • What is the Bible? What’s in it? Why do Christians believe it is a special book? How does it reveal God? • How is the Bible used in public and private worship? • Resource: Use Wisdom and Story from the Bible: Wisdom Card Game. • What do sacred books reveal for believers in other faiths studied? For example, find out how Muslims received their holy book. How 	<p>the Code for living for Jews and Christians. How should someone who follows the Ten Commandments live?</p> <ul style="list-style-type: none"> • Introduce the ‘Golden Rule’ (Treat others as you would like to be treated yourself) which is the basis for living in most religions and also for Humanists. • Discuss whether this rule is sufficient as a guide for living a good life through some practical examples. • What would it be like to live without a moral code? • What would the world be like if there were no rules? • Draw up a moral code for the class, school, 	<p>Judaism, Christianity, Islam, Sikhism.</p> <ul style="list-style-type: none"> • Hindu teachings about one God in many forms; • Buddhism a religion with no God; • Humanism: there is no God. <ul style="list-style-type: none"> • Explore similarities and differences between the viewpoints studied. 	<p>makes to local life</p> <ul style="list-style-type: none"> • reflect on ways of celebrating the diversity in the local community by working together to plan an assembly in which all can participate
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		<p>Consider transport. Explore feelings, e.g. being a refugee, being homeless.</p> <ul style="list-style-type: none"> Pupils write a postcard from Mary to her family in Nazareth. 	is it used and respected?	community, the world.		
Year 5	<p>Religion and the individual: What does it mean to have faith?</p> <ul style="list-style-type: none"> What is meant by faith? Find examples from everyday life, e.g. faith in professional expertise of doctors, surgeons, bus drivers, airline pilots. What does faith mean to religious people? How do people keep their faith even when things go wrong? 	<p>Experiences of God: Revelation- exploring the concept of God in religious studies. Christmas</p> <ul style="list-style-type: none"> Build on the Year 4 unit 'Thinking about God', introducing pupils to examples, from Christianity and other religions, of occasions where people have felt that God has been revealed to them. Examples could include: Jacob's vision of 	<p>Religious expression: Spiritual values</p> <ul style="list-style-type: none"> Exploring the importance of spiritual values, e.g. respect, love, compassion, in different faiths Focus on the spiritual qualities of people in two contrasting faiths e.g: Spirituality in Buddhism expressed through rupas (statues) and mudras (hand positions). What do they mean and how are they used in worship? 	<p>Follow the leader? Religious authority and leadership</p> <ul style="list-style-type: none"> What makes a good leader? Why? Where does a leader's authority come from? Why are sacred writings important? Can a book be the leader – as in Sikhism? What are the differences between religious and secular leaders? 	<p>The journey of life and death</p> <ul style="list-style-type: none"> Focus on rites of passage in the religions studied using RE Today publication: Exploring the Journey of Life and Death. Cover birth, growing up, marriage and commitment. What happens when someone dies? How and why do we celebrate these key moments in our lives? 	<p>Who owns the world? Religion and the environment</p> <ul style="list-style-type: none"> How the world started: a study of the creation stories in the faiths studied and the ultimate and ethical questions they raise. Discuss scientific theories about how the universe began – are they incompatible with a religious view? What is the Humanist view? What is our relationship with

	<ul style="list-style-type: none"> • Do some research to find out how individuals experience their faith. • Frame this unit as an investigation. Support pupils in planning questions and prepare them for discussions with people from the range of faith and secular backgrounds available in the community. • Pupils analyse, evaluate and present their findings under the heading: 'What does it mean to have faith?' • Provide opportunities for pupils to reflect on their own beliefs and their responses to those of others. 	<p>angels (Jacob's ladder), Moses and the burning bush, Saul on the Damascus Road, the resurrection appearances of Jesus; the revelation of the Qur'an to Muhammad, the formation of the Khalsa in Sikhism, the enlightenment of the Buddha.</p> <ul style="list-style-type: none"> • Explore the stories of these events using a range of active approaches such as drama, hot-seating, community of inquiry, expression through art and design. • What features do the stories have in common? • What was the impact of these events on the people involved? 	<ul style="list-style-type: none"> • Introduce the images of Bodhisattvas from the Mahayana and Vajrayana traditions of Buddhism and explore the spiritual qualities called The Six Perfections associated with them. Introduce the Fruits of the Spirit in Christianity. • Explore the qualities of saintliness in Christianity. What is a saint? What spiritual qualities does a saint have? Do saints exist today? Do saints have to be religious? • If you could make someone a saint who would you choose and why? • Reflect on how easy or difficult it 	<ul style="list-style-type: none"> • What are the duties of a leader? • What is the scope of authority? • Identify some key religious leaders, e.g. The Dalai Lama, The Archbishop of Canterbury, The Pope. Find out what their role is. • Find out about religions that do not have such important leaders, Hindus and Quakers, for example. • Draw up list of essential qualities for a good leader based on the people studied. • Ask pupils to identify key people who have motivated and inspired them and the similarities and differences between these people and the religious leaders 	<ul style="list-style-type: none"> • Use stories and examples from the faiths studied and secular worldviews. 	<p>the natural world? Explore the ideas of ownership, stewardship and conservation.</p> <ul style="list-style-type: none"> • Introduce and discuss the slogan: 'The world has enough for everyone's need but not everyone's greed.' • Make links with art, design and technology to create visions of the world as it might be if cared for/neglected. • Pupils identify and get involved in an environmental project in the school or local area.
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		<p>Christmas</p> <ul style="list-style-type: none"> This continues the theme of divine revelation focusing on the Incarnation. Re-visit the Christmas story with a focus on developing an understanding of the symbolism of the key Christian belief that God came to the world as a human baby. Explore the responses of the key characters – Mary, Joseph, the shepherds, the wise men – people who recognised that God was revealed through Jesus. 	<p>might be to live in ways that show the qualities of saintliness in Christianity or the Six Perfections in Buddhism</p>	<p>they have studied.</p>		
Year 6	<p>Are there more questions than answers?</p> <ul style="list-style-type: none"> What questions can be/are answered by 	<p>Beliefs in action around the world.</p> <p>Christmas: No room at the Inn</p> <ul style="list-style-type: none"> Take examples 	<p>Beliefs in Action around the world: Human rights (double unit)</p> <ul style="list-style-type: none"> Use the Declaration of Human Rights for Children as a basis for this unit. <i>Resource: We Are All Born Free – The</i> 	<p>How is faith expressed through the arts? (double unit)</p> <ul style="list-style-type: none"> Explore the connections between religion and art/the arts from different faith perspectives, e.g. the discipline of Islamic 		

	<p>religion?</p> <ul style="list-style-type: none"> • Introduce the concept of ultimate questions and explore examples with pupils. • Who am I? • Why am I here? • What is good? What is bad? • Is death the end? • Explore with pupils whether ultimate questions can be answered. • Research the responses of members of different religions and secular responses to the questions raised by the pupils. • What do pupils think are the six most important ultimate questions? 	<p>from any of the major religions of the expectation that there will be regular giving to help people who are less fortunate. Ask pupils whether you have to be religious to care about others.</p> <ul style="list-style-type: none"> • Ask pupils: Who or what do you care about most and why? • Discuss what motivates believers in Christianity, and the religions studied to care for others? • Use examples from Christianity, the faiths studied and secular experiences which demonstrate care for others, both humans and animals, e.g. the Hindu belief in cow protection. • Focus on charities – how many can 	<p><i>Universal Declaration of Human Rights in Pictures: Frances Lincoln Books in Association with Amnesty International</i></p> <ul style="list-style-type: none"> • Discuss with pupils what rights they think they have. What does it mean to be free? To be treated equally? Introduce the Declaration of Human Rights for Children and ask pupils to work in groups to discuss how they would rank them. • Introduce the question: How does religious belief influence the way people act in the wider world? • Explain that many people have been and continue to be involved in global issues and human rights issues because of their religious beliefs. • Examples: <ul style="list-style-type: none"> • The Baha'i faith teaches that there is only one human family and that all people are part of God's creation and share the same human rights. • Jains believe that harming anyone in any way goes against a person's human rights • Christians believe that everyone was created equal by God and should be treated equally with justice and fairness. • Use the example of John Sentamu, Archbishop of York who spent 7 days living inside a tent in York Minster praying and fasting for peace in the Middle East (Resource: RE Today Exploring beliefs in Action in the World: resources list)) • Research/read/tell the stories of people who have worked for the rights of others, 	<p>art, the symbolism of Hindu art. Include art, sculpture, music, dance and drama to enable pupils to express their responses to the teachings and practices, stories and images of the religions they have studied.</p> <ul style="list-style-type: none"> • Make a link with the Spirited Arts Project run by <i>RE Today</i>, giving pupils the opportunity to respond creatively to their learning about religion and spirituality.
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		<p>the children list? What charities are supported by the school and why?</p> <ul style="list-style-type: none"> • Research the top ten charities that receive the most support in a year in the UK and use this to promote discussion. 	<p>e.g. Martin Luther King, the Dalai Lama, Gandhi. Use role play, hot-seating, interviews to explore the stories.</p> <ul style="list-style-type: none"> • As a group activity pupils imagine they are the government of a newly created country – what ten rules would they make and why? 	
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EYFS RE Curriculum Overview

Personal, social and emotional development	Communication, language and literacy	Knowledge and understanding of the world	Creative development
<p>Celebrating together: birthdays, special days, ceremonies of belonging</p> <p>Celebrating the birth of Jesus.</p>	<p>A family celebration linked to a story, for example the celebration of Passover in a Jewish home.</p>	<p>Places and people special to the children</p> <p>Visits to local places of worship as a stimulus for discussion about children's own cultures and those of others.</p>	<p>Change and growth</p> <p>Children experience awe and wonder at the natural world, planting seeds and watching them grow, talking about changes, linking with the cycle of birth and death.</p>