



WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: RE

SUBJECT LEADER: Mr Holmes

YEAR GROUP	Early Learning Goals	Routines	Core Books & Experiences	Continuous Provision	Themes for Learning
EYFS	ELG: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Greetings in different languages at register time	Autumn- Celebrate Diwali/ Christmas Spring- Celebrate Chinese New Year/Easter Summer- Celebrate Eid	Books/resources in all areas of provision which reflect a wide range of cultures and lifestyles.	Autumn 1- Marvellous Me! Autumn 2- Sparkle and Shine
Y R/1, 1 & 2					
DELIVERY METHOD: RE may be taught as a timetabled lesson each week, work may be blocked into projects, blocked during theme weeks, special events or educational visits. RE themes will also be covered across the wider curriculum and during assembly time.					
WHOLE SCHOOL EVENTS: Whole school Diwali Day Celebration. Interfaith Week Summer Term					
BREADTH OF STUDY		THEMES		EXPERIENCES AND OPPORTUNITIES	
During Key Stage 1 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities: Religions and beliefs a. Christian faith b. at least one other principal religion c. a religious community with a significant local presence, where appropriate d. a secular point of view, where appropriate		Believing: what people believe about God, humanity and the natural world f. Story: how and why some stories are sacred and important in religion g. Celebrations: how and why celebrations are important in religion Symbols: how and why symbols express religious meaning Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion Belonging: where and how people belong and why belonging is important k. Myself: who I am and my uniqueness as a person in a family and community		<ul style="list-style-type: none">• Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities.• Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection• Sharing their own beliefs, ideas and values and talking about their feelings and experiences.• Beginning to use ICT to explore religious beliefs and practices in the local and wider community	
KS1 AT1: LEARNING ABOUT RELIGION – CHILDREN WILL BE TAUGHT TO			KS1 AT2: LEARNING FROM RELIGION – CHILDREN WILL BE TAUGHT TO		
1. -Explore a range of religious stories and sacred writings and talk about their meanings. They will find out about 'special words' from holy books. 2. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. They will find out about special times, places of worship and some religious artefacts. 3. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. 4. Take note of some stories of faith leaders. They will find out how leaders can inspire us or teach us. 5. Explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses. They will find out how people express their faith or beliefs. 6. Identify and suggest meanings for religious symbols and begin to use a range of religious words. They will find out about why there are places of worship and how people express their faith with symbols.			a) Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness. They will find out about how different people see the world. b) Ask and respond imaginatively to puzzling questions, communicating their ideas. They will find out about big questions, and feelings and thoughts that go with them. c) Identify what matters to them and others, including those with religious commitments, and communicate their responses. They will find out about how beliefs make a difference, and about faith in the local area. d) Reflect on how spiritual and moral values relate to their own values and behaviour, recognising that religious teachings and ideas make a difference to individuals, families and the local community. They will find out about their own responses to questions about life		
	KEY QUESTIONS TO BE COVERED		LEARNING OUTCOMES:		KEY VOCABULARY CLASS TEXTS



<p>Y R/1, 1 & 2 YEAR A</p> <p>Islam (Q1-6) and Christianity (Q 1,2 & 3)</p>	<p>CHRISTIANITY & ISLAM KEY QUESTION 1: Why are these words special? (sacred books) Pupils learn to name some holy books and talk about the stories from them that they have heard. Bible and Qur'an.</p>	<p>CHRISTIANITY & ISLAM KEY QUESTION 2: Why are some places special? Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places. Church and Mosque)</p>	<p>CHRISTIANITY & ISLAM KEY QUESTION 3: How can faith contribute to community cohesion Pupils learn about the ways being religious makes a difference in Muslim and Christian families. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first-hand.</p>	<p>AT1: I can... Y1</p> <ul style="list-style-type: none"> Use some religious words and phrases to recognise and name features of religious life and practice. Recall a religious story. Recognise religious symbols. Identify how a Christian would express religious faith. <p>Y2</p> <ul style="list-style-type: none"> Recall religious stories and symbols applied in everyday life. Suggest a meaning behind a religious story. Use some religious words and phrases to identify the importance of religious faith. Identify two similarities in Christianity and another world religion. <p>Identify a difference between Christianity and another world religion.</p> <ul style="list-style-type: none"> Identify how another world religion would express religious faith. <p>AT2: I can... Y1</p> <ul style="list-style-type: none"> Describe how I feel at different times of the day. Name something that I find interesting. Ask a question about 'why' something happens. Talk about something I care about. <p>Talk about something that worries me.</p> <p>Y2</p> <ul style="list-style-type: none"> Ask and respond sensitively to my peers' questions about their experiences and feelings. Answer questions appropriately about my experiences and feelings. Create my own question that is difficult to answer (eg How many stars in the sky?). Identify 3 things that I think are good (eg kindness, consideration for others). Identify 3 things that are wrong (eg hurting others, being unkind). 	<p>Y1 (words introduced, consolidated and used) Bible, God, Jesus, Christianity, Islam, Religion, beliefs, Judaism, pillar, respect, charity, Qur'an, worship, Torah, truth. Mosque, Muslims, Ramadan, Eid-ul-Fitr</p> <p>Y2 (words introduced, consolidated and used) Bible, God, Jesus, Christianity, Islam, Religion, beliefs, Judaism, pillar, respect, charity, Qur'an, worship, Torah, truth faith, views, values, belonging, communities, Mosque, Muslims, Ramadan, Eid-ul-Fitr</p>
<p>Y R/1, 1 & 2 YEAR B</p> <p>Judaism (Q1-6) and Christianity (Q4,5 &6)</p>	<p>CHRISTIANITY KEY QUESTION 4: Why are some times special? Pupils learn to name celebrations and festivals that are special to each religion, and to themselves (Christmas).</p> <p>JUDAISM KEY QUESTION 1: Why are these words special? (sacred books) Pupils learn to name some holy books and talk about the stories from them that they have heard. (Torah)</p>	<p>CHRISTIANITY KEY QUESTION 5: What can be learned from significant people of faith? Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special</p> <p>JUDAISM KEY QUESTION 2: Why are some places special? Pupils learn about places of worship (synagogue), what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places.</p>	<p>CHRISTIANITY KEY QUESTION 6: How do I and others feel about life the and universe around us? Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about the questions they would like to ask God</p> <p>JUDAISM KEY QUESTION 3: How can faith contribute to community cohesion Pupils learn about the ways being religious makes a difference in Jewish families. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first-hand.</p>		



CONCEPTUAL/CROSS-CURRICULAR LINKS:

Literacy – Developing a broad and accurate religious vocabulary through reading and responding to a range of written and spoken language, including sacred texts, stories, poetry, prayers and worship. Speaking and listening through discussing beliefs, values and developing respect and sensitivity.

Maths–Money considering the responsible use of money, the importance of charitable giving. Presenting data, involving graphs, charts and statistical analysis.

Art-Worship takes many forms and can be expressed in many ways.

DT- compare similarities and differences of religious buildings such as mosques Synagogue, churches, temples and design/ build one.

ICT- the selective use of the internet to research or present information about religious beliefs.

PHSE- To talk about nature of humanity and other ethical questions.

Music- To sing and recognise a selection of hymns.

Science/geography – help pupils to consider the origins and value of life, the importance of looking after the environment and comparing how religious beliefs have influenced attitudes to the environment, world development and other species

Y 2 & 2/3

DELIVERY METHOD: RE may be taught as a timetabled lesson each week, work may be blocked into projects, blocked during theme weeks, special events or educational visits. RE themes will also be covered across the wider curriculum and during assembly time.

WHOLE SCHOOL EVENTS: Whole school Diwali Day Celebration. Interfaith Week Summer Term

BREADTH OF STUDY		THEMES		EXPERIENCES AND OPPORTUNITIES	
<p>During Key Stage 1 and in Y3 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:</p> <p>Religions and beliefs a. Christian faith b. at least one other principal religion c. a religious community with a significant local presence, where appropriate d. a secular point of view, where appropriate</p>		<p>Believing: what people believe about God, humanity and the natural world f. Story: how and why some stories are sacred and important in religion g. Celebrations: how and why celebrations are important in religion</p> <p>Symbols: how and why symbols express religious meaning</p> <p>Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion</p> <p>Belonging: where and how people belong and why belonging is important k. Myself: who I am and my uniqueness as a person in a family and community</p> <p>The journey of life and death: why some occasions are sacred to believers, and what people think about life after death</p> <p>Beliefs in action in the world: how religions respond to global issues of human rights, fairness, social justice and the importance of the environment</p>		<ul style="list-style-type: none"> Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities. Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection Sharing their own beliefs, ideas and values and talking about their feelings and experiences. Beginning to use ICT to explore religious beliefs and practices in the local and wider community Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others Considering a range of human experiences and feelings 	
KS1 AT1: LEARNING ABOUT RELIGION – CHILDREN WILL BE TAUGHT TO		KS2 AT1: LEARNING ABOUT RELIGION – CHILDREN WILL BE TAUGHT TO		KS1 AT2: LEARNING FROM RELIGION – CHILDREN WILL BE TAUGHT TO	
<ol style="list-style-type: none"> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. They will find out about special times, places of worship and some religious artefacts. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Take note of some stories of faith leaders. They will find out how leaders can inspire us or teach us. Explore how religious beliefs and ideas can be expressed through the 		<ol style="list-style-type: none"> Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life. 		<ol style="list-style-type: none"> Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness. They will find out about how different people see the world. Ask and respond imaginatively to puzzling questions, communicating their ideas. They will find out about big questions, and feelings and thoughts that go with them. Identify what matters to them and others, including those with religious commitments, and communicate 	
				KS2 AT2: LEARNING FROM RELIGION – CHILDREN WILL BE TAUGHT TO	
				<ol style="list-style-type: none"> Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn to handle 	



4. creative and expressive arts and communicate their responses. They will find out how people express their faith or beliefs. Identify and suggest meanings for religious symbols and begin to use a range of religious words. They will find out about why there are places of worship and how people express their faith with symbols.	3. Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities. 4. Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and the wider world.	4. their responses. They will find out about how beliefs make a difference, and about faith in the local area Reflect on how spiritual and moral values relate to their own values and behaviour, recognising that religious teachings and ideas make a difference to individuals, families and the local community. They will find out about their own responses to questions about life.	3. questions about their commitments and those of others. Discuss their own and others' views of religious truth and belief, expressing their own ideas. They learn to handle questions about life and the universe around them.		
	KEY QUESTIONS TO BE COVERED			LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
Y 2 & 2/3 YEAR A Hinduism (Q1-3) and Christianity (Q 1,2 & 3) WHOLE SCHOOL DIWALI DAY KQ 4 – Why are some times special?	CHRISTIANITY & HINDUISM KEY QUESTION 1: Why are these words special? (sacred books) KS1 Pupils learn to name some holy books and talk about the stories from them that they have heard. Bible and Vedas. KS 2 Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas. Bible and Vedas.	CHRISTIANITY & HINDUISM KEY QUESTION 2: Why are some places special? KS1 Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places. Church and Temple KS2 Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of ‘life as a journey’	CHRISTIANITY & HINDUISM KEY QUESTION 3: How can faith contribute to community cohesion KS1 Pupils learn about the ways being religious makes a difference in Muslim and Christian families. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first-hand. KS2 Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives	AT1: I can... Y2 <ul style="list-style-type: none">Recall religious stories and symbols applied in everyday life.Suggest a meaning behind a religious story.Use some religious words and phrases to identify the importance of religious faith.Identify two similarities in Christianity and another world religion.Identify a difference between Christianity and another world religion.Identify how another world religion would express religious faith. Y3 <ul style="list-style-type: none">Describe three things Christians believe in and say what difference the beliefs make at Christmas.Identify three main things another world religion believes in.Describe some symbols of belonging that Christians and another world religion use when they worship.Recognise and describe three similarities between a Christian festival and another world religion festival.	Y2 (words introduced, consolidated and used) Bible, God, Jesus, Christianity, Islam, Religion, beliefs, Judaism, pillar, respect, charity, Qur’an, worship, Torah, truth faith, views, values, belonging, communities, Mosque, Muslims, Ramadan, Eid-ul-Fitr Y3 (words introduced, consolidated and used) Bible, God, Jesus, Christianity, Islam, Religion, beliefs, Judaism, pillar,
Y 2 & 2/3 YEAR B Judaism (Q1-3) and Christianity (Q4,5 &6)	CHRISTIANITY & JUDAISM KEY QUESTION 4: Why are some times special? KS1 Pupils learn to name celebrations and festivals that are special to each religion, and to themselves.	CHRISTIANITY & JUDAISM KEY QUESTION 5: What can be learned from significant people of faith? KS1 Pupils take thoughts from some stories of religious founders or leaders and think	CHRISTIANITY & JUDAISM KEY QUESTION 6: How do I and others feel about life the and universe around us? KS1 Pupils explore the puzzling questions that life in the world gives us,		



	<p>KS2 Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied – Christianity and Judaism</p>	<p>about what makes these people special (Old Testament) KS2 Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves</p>	<p>and talk about some answers to them from religion. They talk about the questions they would like to ask God KS2 Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own</p>	<ul style="list-style-type: none"> List 4 differences between two different places of worship, answer and discuss the question 'What is the purpose of a sacred place?' <p>AT2: I can...</p> <p>Y2</p> <ul style="list-style-type: none"> Ask and respond sensitively to my peers' questions about their experiences and feelings. Answer questions appropriately about my experiences and feelings. Create my own question that is difficult to answer (eg How many stars in the sky?). Identify 3 things that I think are good (eg kindness, consideration for others). Identify 3 things that are wrong (eg hurting others, being unkind). <p>Y3</p> <ul style="list-style-type: none"> Ask good questions of my own about why worshippers choose to attend places of worship. Write my reflections on two religious values: how would my school change if we all lived by these values? Suggest answers a religious person might give to questions about their practice of giving to charity Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me. Make a link between my own values and another religious value (eg caring for the sick and elderly). 	<p>respect, charity, Qur'an, worship, Torah, truth faith, views, values, belonging, communities</p> <p>Ethical, commitments, themes, experiences, goodness, purpose, Cultural, moral, social, spiritual, Societies, responsibilities, self-worth, disabilities.</p>
<p>○ CONCEPTUAL/CROSS-CURRICULAR LINKS:</p> <p>Literacy – Developing a broad and accurate religious vocabulary through reading and responding to a range of written and spoken language, including sacred texts, stories, poetry, prayers and worship. Speaking and listening through discussing beliefs, values and developing respect and sensitivity.</p> <p>Maths–Money considering the responsible use of money, the importance of charitable giving. Presenting data, involving graphs, charts and statistical analysis.</p> <p>Art-Worship takes many forms and can be expressed in many ways.</p> <p>DT- compare similarities and differences of religious buildings such as mosques Synagogue, churches, temples and design/ build one.</p> <p>ICT- the selective use of the internet to research or present information about religious beliefs.</p> <p>PHSE- To talk about nature of humanity and other ethical questions.</p> <p>Music- To sing and recognise a selection of hymns.</p> <p>Science/geography – help pupils to consider the origins and value of life, the importance of looking after the environment and comparing how religious beliefs have influenced attitudes to the environment, world development and other species</p>					



Y 4, 4/5 & 5

DELIVERY METHOD: RE may be taught as a timetabled lesson each week, work may be blocked into projects, blocked during theme weeks, special events or educational visits. RE themes will also be covered across the wider curriculum and during assembly time.

WHOLE SCHOOL EVENTS: Whole school Diwali Day Celebration. Interfaith Week Summer Term

BREADTH OF STUDY	THEMES	EXPERIENCES AND OPPORTUNITIES
<p>Christian faith and at least two other principal religions</p> <p>A religious community with a significant local presence, where appropriate</p> <p>A secular point of view, where appropriate</p>	<p>Beliefs and questions: how people's beliefs about God, the world and others impact on their lives</p> <p>Teachings and authority: what sacred texts and other sources say about God, the world and human life</p> <p>Worship, pilgrimage and sacred places: where, how and why people worship, including worship at some particular sites</p> <p>The journey of life and death: why some occasions are sacred to believers, and what people think about life after death</p> <p>Symbols and religious expression: how religious and spiritual ideas are expressed</p> <p>Inspirational people figures from whom believers find inspiration</p> <p>Religion and the individual: what is expected of a person in following a religion</p> <p>Religion, family and community: how religious families and communities practise their faith, and the contribution this makes to local life</p>	<p>Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p> <p>Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p>Considering a range of human experiences and feelings</p> <p>Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT</p> <p>Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally</p>



		Beliefs in action in the world: how religions respond to global issues of human rights, fairness, social justice and the importance of the environment			
KS2 AT1: LEARNING ABOUT RELIGION – CHILDREN WILL BE TAUGHT TO			KS2 AT2: LEARNING FROM RELIGION – CHILDREN WILL BE TAUGHT TO		
<div>1. Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today.</div> <div>2. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life.</div> <div>3. Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities.</div> <div>4. Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and the wider world.</div> <div>5. Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.</div> <div>6. Describe and begin to understand religious and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest.</div> <div>7. Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.</div> <div>8. Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.</div>			<div>1. Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.</div> <div>2. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn to handle questions about their commitments and those of others.</div> <div>3. Discuss their own and others' views of religious truth and belief, expressing their own ideas. They learn to handle questions about life and the universe around them.</div> <div>4. Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behaviour.</div> <div>e. Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual leaders.</div>		
	KEY QUESTIONS TO BE COVERED			LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<div>Y 4, 4/5 & 5 YEAR A</div> <div>Sikhism (Q1-6)</div> <div>Christianity (Q3)</div>	<div>CHRISTIANITY and SIKHISM</div> <div>KEY QUESTION 1: Why are these words special? (sacred books)</div> <div>Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas.</div> <div>KEY QUESTION 2: Why are some places special?</div> <div>Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship.</div> <div>Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of ‘life as a journey’</div>	<div>CHRISTIANITY and SIKHISM</div> <div>KEY QUESTION 3: How can faith contribute to community cohesion</div> <div>Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives</div> <div>Exploring this Key Question for Christianity and Sikhism</div> <div>KEY QUESTION 4: Why are some times special?</div> <div>Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied –</div>	<div>CHRISTIANITY and SIKHISM</div> <div>KEY QUESTION 5: What can be learned from significant people of faith?</div> <div>Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves</div> <div>KEY QUESTION 6: How do I and others feel about life the and universe around us?</div> <div>Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own</div>	<div>AT1: I can...</div> <div>Y4</div> <div><ul style="list-style-type: none">Show my understanding of similarities and differences between two world religionsShow understanding of belonging to a religion.Consider how children in at least two religions would be preparing for a significant religious life event (eg confirmation, bar mitzvah) or a life event in later life (eg marriage).</div> <div><ul style="list-style-type: none">Suggest what difference worship makes to lifeMake a link between a piece of Christian music and a Bible text which inspired it.</div>	<div>Y4 (words introduced, consolidated and used)</div> <div>Islamic,</div> <div>Allah, Qur’an</div> <div>Ka’bah, Makkah,</div> <div>Hajj Crucifix</div> <div>Crucify</div> <div>Prophet, fasting,</div> <div>universe, humanity,</div> <div>Resurrection</div> <div>Messiah</div> <div>Y5 (words introduced, consolidated and used)</div> <div>Race, gender,</div> <div>Islamic,</div> <div>Allah, Qur’an</div> <div>Ka’bah, Makkah,</div>
<div>Y 4, 4/5 & 5 YEAR B</div> <div>Islam (Q 4-6)</div> <div>Christianity (Q4)</div>	<div>CHRISTIANITY & ISLAM</div> <div>KEY QUESTION 4: Why are some times special?</div> <div>Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied – Islamic festivals.</div>	<div>CHRISTIANITY & ISLAM</div> <div>KEY QUESTION 5: What can be learned from significant people of faith?</div> <div>Pupils describe the lives and teachings of some great leaders, and make links between</div>	<div>CHRISTIANITY & ISLAM</div> <div>KEY QUESTION 6: How do I and others feel about life the and universe around us?</div> <div>Pupils describe some puzzling questions about God and humanity, and some answers from</div>		



	Exploring this key question for Christianity and Islam,	their beliefs, the religions they contributed to and themselves	different viewpoints. They suggest answers of their own	<p>Y5</p> <ul style="list-style-type: none">Identify similarities and differences in views about God between Christianity and another world religion.Show that I understand how a Christian story (eg the Parable of the Good Samaritan) can have an impact on Christians today. Show that I understand why a pilgrimage is different from a holiday and describe what pilgrims hope for on their way to a religious site (eg Makkah/Iona).Describe and link up Christian beliefs with Christian behaviour eg belief in God as a creator linked to 'green' practice.Describe how two contemporary religious leaders have inspired their followers to make a difference in their community. <p>AT2: I can...</p> <p>Y4</p> <ul style="list-style-type: none">Describe something I find inspiring in a poem, painting or design.Explain how religious quotations could be inspiring.Ask some questions and suggest some answers about how the Bible influences Christians, and what influences me.Suggest some things people do to find peace, stillness and rest	Hajj, Crucifix Crucify, Obedience Prophet, fasting, viewpoints, Sacred, Census
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				<p>(including practices of worship) and some things I do.</p> <ul style="list-style-type: none"> • Make a link between religious leaders I have studied and the kind of person I like to 'follow.' Compare my answers thoughtfully with someone else's answers. <p>Y5</p> <ul style="list-style-type: none"> • Identify a religious view on peace and conflict. • Identify inspirational Christians and explain why and how they were inspired to work for equality eg Mother Teresa and Martin Luther King Jr. • Describe my vision of an inspiring community. • Create a statement of my own beliefs about God and human values referring to ideas from another religion I have studied. • Express how art forms suggest religious views. 	
<p>Literacy – Developing a broad and accurate religious vocabulary through reading and responding to a range of written and spoken language, including sacred texts, stories, poetry, prayers and worship. Speaking and listening through discussing beliefs, values and developing respect and sensitivity.</p> <p>Maths–Money considering the responsible use of money, the importance of charitable giving. Presenting data, involving graphs, charts and statistical analysis.</p> <p>Art-Worship takes many forms and can be expressed in many ways.</p> <p>DT- compare similarities and differences of religious buildings such as mosques Synagogue, churches, temples and design/ build one.</p> <p>ICT- the selective use of the internet to research or present information about religious beliefs.</p> <p>PHSE- To talk about nature of humanity and other ethical questions.</p> <p>Music- To sing and recognise a selection of hymns.</p> <p>Science/geography – help pupils to consider the origins and value of life, the importance of looking after the environment and comparing how religious beliefs have influenced attitudes to the environment, world development and other species</p>					



Y 6		
DELIVERY METHOD: RE may be taught as a timetabled lesson each week, work may be blocked into projects, blocked during theme weeks, special events or educational visits. RE themes will also be covered across the wider curriculum and during assembly time. WHOLE SCHOOL EVENTS: Whole school Diwali Day Celebration. Interfaith Week Summer Term		
BREADTH OF STUDY	THEMES	EXPERIENCES AND OPPORTUNITIES
Christian faith and at least two other principal religions A religious community with a significant local presence, where appropriate A secular point of view, where appropriate	Beliefs and questions: how people's beliefs about God, the world and others impact on their lives Teachings and authority: what sacred texts and other sources say about God, the world and human life Worship, pilgrimage and sacred places: where, how and why people worship, including worship at some particular sites The journey of life and death: why some occasions are sacred to believers, and what people think about life after death Symbols and religious expression: how religious and spiritual ideas are expressed Inspirational people figures from whom believers find inspiration Religion and the individual: what is expected of a person in following a religion Religion, family and community: how religious families and communities practise their faith, and the contribution this makes to local life Beliefs in action in the world: how religions respond to global issues of human rights, fairness, social justice and the importance of the environment	Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others Considering a range of human experiences and feelings Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally
KS2 AT1: LEARNING ABOUT RELIGION – CHILDREN WILL BE TAUGHT TO		KS2 AT2: LEARNING FROM RELIGION – CHILDREN WILL BE TAUGHT TO
9. Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today. 10. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life. 11. Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities. 12. Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and the wider world.		5. Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging. 6. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn to handle questions about their commitments and those of others. 7. Discuss their own and others' views of religious truth and belief, expressing their own ideas. They learn to handle questions about life and the universe around them. 8. Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behaviour.



<p>13. Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.</p> <p>14. Describe and begin to understand religious and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest.</p> <p>15. Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.</p> <p>16. Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.</p>				<p>e. Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual leaders.</p>	
KEY QUESTIONS TO BE COVERED				LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>Year 6 Buddhism(Q1-6) Christianity (Q5&6)</p>	<p>CHRISTIANITY and BUDDHISM KEY QUESTION 1: Why are these words special? (sacred books) Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas. KEY QUESTION 2: Why are some places special? Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'</p>	<p>CHRISTIANITY and BUDDHISM KEY QUESTION 3: How can faith contribute to community cohesion Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives KEY QUESTION 4: Why are some times special? Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied –</p>	<p>CHRISTIANITY and BUDDHISM KEY QUESTION 5: What can be learned from significant people of faith? Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves KEY QUESTION 6: How do I and others feel about life the and universe around us? Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own Exploring these Key Question for Christianity and Buddhism</p>	<p>AT1: I can... Y6</p> <ul style="list-style-type: none"> Explain how Christians and another world religion share some ideas about God, recognising that they are different too. Explain the impacts of the ways a religious charity (eg Christian Aid or Islamic Relief) put religious teaching into action in a world of poverty. Recognise something unique in each of three world religions which have been studied throughout school and suggest why each religion spends time in silence and stillness. Recognise similarities and differences between two branches of Christianity. Suggest reasons why some scientists see 	<p>Y6 (words introduced, consolidated and used)</p> <p>Xenophobia, stereotyping, discrimination, prejudice, racism, entitlement, Sacred, identity, destructive power, Tripitaka, Amaravati Karma Meditation Nirvana Vihara Sexisms Devotion Lumbini, Siddhartha's Bodh Gaya Dhamma Kushinagara Karuna Trust Entitlement,</p>



				<p>religion as a problem, but others see it as a partner</p> <p>AT2: I can...</p> <p>Y6</p> <ul style="list-style-type: none"> • Suggest some religious views on peace and conflict, relating the ideas to my own life. • Devise four good reasons about what makes a leader worth following. Give my views on the fact that the top 1% wealthiest people own more than the combined 99% of the world's population. • Explain two influences that sometimes make people tell lies and two influences that encourage truthfulness. • Refer to any world religion text or quotation and give my own response to their belief about God showing respect towards other beliefs. 	
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