

Subject Leader Whole School Overview – RE 2021

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | All About Me | Celebrations | Winter/Polar Animals/Chinese NY | Traditional Tales/Space | Growing/Traditional Tales | Lifecycles |
| Curriculum coverage | <ul style="list-style-type: none"> - Knows that others don't enjoy the same things. Is sensitive to this. - Knows about similarities and differences between self and others, including other communities | <ul style="list-style-type: none"> - Talks about past and present events of self and family - Knows that others don't enjoy the same things. Is sensitive to this. - Knows about similarities and differences between self and others, including other communities - Enjoys joining in with family customs and routines. | <ul style="list-style-type: none"> - Knows that others don't enjoy the same things. Is sensitive to this. - Knows about similarities and differences between self and others, including other communities | <ul style="list-style-type: none"> - Knows that others don't enjoy the same things. Is sensitive to this. - Knows about similarities and differences between self and others, including other communities | <ul style="list-style-type: none"> - Knows that others don't enjoy the same things. Is sensitive to this. - Knows about similarities and differences between self and others, including other communities | <ul style="list-style-type: none"> - Knows that others don't enjoy the same things. Is sensitive to this. - Knows about similarities and differences between self and others, including other communities |
| Year 1 | Is Everybody Special? | Shall we celebrate Harvest or Christmas? | Does creation help us understand God? | Should Everyone Follow Jesus? | Are some stories more important than others? | Do we need shared special places? |
| Religion | Christianity | Christianity | Christianity/Judaism | Christianity | Christianity/Judaism | Judaism |
| Curriculum coverage | <p>We will know about:</p> <ul style="list-style-type: none"> • the things that might help us feel special | <p>We will know about:</p> <ul style="list-style-type: none"> • difference between religious and non religious celebrations • the features of | <p>We will know about:</p> <ul style="list-style-type: none"> • two creation stories from the Bible • what creation tells believers about God | <p>We will know about:</p> <p>the people that followed Jesus and those who wanted him dead</p> <p>the story of Palm Sunday</p> | <p>We will know about:</p> <ul style="list-style-type: none"> • Some of the stories from the Old Testament • The meaning of | <p>We will know about:</p> <ul style="list-style-type: none"> • The importance of the synagogue to Jewish people • Features of the synagogue |

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| | <ul style="list-style-type: none"> • some religious stories and the lessons they teach us • how some religious people lives might be different • religious symbols <p>We will learn how to:</p> <ul style="list-style-type: none"> • appreciate others who help us feel special • recognise the features of a religious life • recognise religious symbols • identify similarities between different religions • respond sensitively to questions about our own and others` feelings and experiences | <p>Harvest and Christmas</p> <ul style="list-style-type: none"> • advent - the time before Christmas • the Christmas story and why it is important to Christians. <p>We will learn how to:</p> <ul style="list-style-type: none"> • identify similarities and differences between Harvest and Christmas • identify that the Christmas is coming • identify feelings when receiving or giving a gift | <p>We will learn how to:</p> <ul style="list-style-type: none"> • make links between the creation story and Christian and Jewish care for the world • explain the significance of the creation story through reflection/poetry • compare our opinions about the creation story • give reasons, using religious vocabulary, for the need to care for the environment | <p>reasons why people choose to follow Jesus.</p> <p>We will learn how to:</p> <p>identify what makes Jesus a leader</p> <p>compare and recognise similarities between Jesus and other leaders</p> <p>identify who they follow and why</p> | <p>certain stories from the Old Testament</p> <ul style="list-style-type: none"> • Which stories are important to different religions <p>We will learn how to:</p> <ul style="list-style-type: none"> • Respond sensitively to the emotions of the characters in the stories • Give a personal response to a story | <ul style="list-style-type: none"> • Reasons why Jewish people go to the synagogue <p>We will learn how to:</p> <ul style="list-style-type: none"> • Make links between the artefacts in the synagogue and Jewish beliefs about belonging • Suggest some reasons why a shared sacred space is special to people • Ask questions and suggest some answers about why worshippers choose to attend synagogue • Prepare a reflection on why the synagogue matters to Jewish people • Identify what makes a synagogue special to Jewish people |
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| Year 2 | Who should we follow? | Do religious symbols mean the same for everyone? | Is it important to celebrate New Year? | How should the church celebrate Easter? | Can stories change people? | How should I spend the weekend? |
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| | Christianity/Judaism | Christianity/Judaism | Christianity/Judaism | Christianity | Christianity/Judaism | Judaism |
| Curriculum coverage | <p>We will know about:</p> <ul style="list-style-type: none"> • Religious leaders and how and why they are followed. • The importance of religious leaders for followers. • The difference between a leader and a follower. • Who the key leaders are in the Jewish and Christian faiths. • Understand that people are considered special through the examples they | <p>We will know about:</p> <ul style="list-style-type: none"> • A range of symbols and their meanings. • The variety of ways people can express beliefs by what they wear. • Different meanings behind a range of symbols • The colours of the church year. • The traditional dress of a vicar and a person of Jewish faith. • The symbols of Christmas and that they are • recognised by both Christians and non-Christians. | <p>We will know about:</p> <ul style="list-style-type: none"> • Key features of the festivals explored and know the differences and similarities. • The creation story (Adam and Eve). • The foods eaten by Jews at Rosh Hashanah and their significance. • How New Year celebrated in the UK is not a religious festival and they will be able to talk about how it is celebrated. We will be able to talk | <p>We will know about:</p> <ul style="list-style-type: none"> • How and why the church celebrates Easter. • The Easter story and celebrations around Holy week. • The Holy Cross as a significant symbol for Christian people. <p>We will learn how to:</p> <ul style="list-style-type: none"> • Understand and discuss which events are most significant to Christian people. • Suggest other ways Easter might | <p>We will know about:</p> <ul style="list-style-type: none"> • A range of stories from the Bible that follow the theme of change. • The influence of stories on the people who read them and how they are changed. • Stories that have changed. <p>We will learn how to:</p> <ul style="list-style-type: none"> • Suggest why people are changed by stories. • Recognise the importance of stories of Jews and Christians. | <p>We will know about:</p> <ul style="list-style-type: none"> • The key rules, rituals and practices associated with the Jewish Shabbat. • The implications of Shabbat on Jewish children and believers. • The key artefacts connected with Shabbat and know the role they play in the Friday night meal. <p>We will learn how to:</p> <ul style="list-style-type: none"> • Describe the key features of the Shabbat meal and the main artefacts associated with it. • Make the link between Shabbat, the creation story |

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| | <p>set.</p> <p>We will learn how to:</p> <ul style="list-style-type: none"> • Identify similarities and differences between significant features of two religions. • Find meanings in religious symbols, language and stories. • Identify religious leaders (and other leaders) through their choice of attire. | <p>We will learn how to:</p> <ul style="list-style-type: none"> • Identify how religion and belief can be • expressed through clothing. • Identify possible meanings for symbols and • other forms of religious expression. • Suggest meaning in religious symbols. • Respond sensitively to the choices of others, including those with a faith, | <p>about why the New year is celebrated.</p> <p>We will learn how to :</p> <ul style="list-style-type: none"> • Explore the ways that different people and different faiths celebrate New Year. • Talk about the impact that the religious festivals have on the lives of believers and compare that with the non-religious new year in the UK. | <p>be celebrated.</p> <ul style="list-style-type: none"> • Recognise and discuss different religious symbols. | <ul style="list-style-type: none"> • Make links between stories and the ways in which people are changed. • Identify the types of change that Bible stories encourage. • Ask questions about how people are influenced by religious stories. • Write our own story based on change. | <p>and the Christian Sabbath, referring to the commandments and the creation story.</p> <ul style="list-style-type: none"> • Talk about why Shabbat is important for Jews. |
| Year 3 | Does taking bread and wine show that someone is a Christian? | Is light a good symbol (for celebration)? | Is a Hindu child free to chose how to live? | Does Easter make sense without Passover? | Jesus' Authority | Can made up stories tell the truth? |
| | Christianity | Christianity/Judaism/Hinduism | Hinduism | Christianity/Judaism | Christianity | Christianity |
| Curriculum coverage | <p>We will know about:</p> <p>A range of artefacts and symbols that a</p> | <p>We will know We will know about:</p> | <p>We will know about</p> <ul style="list-style-type: none"> • The 4 Hindu 'Purposes of Life' | <p>We will know about:</p> <ul style="list-style-type: none"> • The story of The | <p>We will know about:</p> <ul style="list-style-type: none"> • What authority | <p>We will know about:</p> <ul style="list-style-type: none"> • The difference between the stories |

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| | <p>Christian would link to Communion.</p> <p>What taking bread and wine means to a Christian.</p> <p>How people show their religion</p> <p>How different people might feel differently about communion</p> <p>The different parts of a Holy Communion service.</p> <p>Why Communion is important to Christians.</p> <p>We will learn how to:</p> <p>Retell the story of the last supper.</p> <p>Ask and respond sensitively to questions about their own and others' experiences about communion</p> | <p>The story of Christmas, Chanukah and Diwali.</p> <p>Why people choose to celebrate with light.</p> <p>A range of meanings for the symbol of light</p> <p>Similarities between the festivals of Christmas, Chanukah and Diwali.</p> <p>Jesus as the light of the world.</p> <p>We will learn how to:</p> <p>Make links between Jesus and our own 'guiding light'</p> <p>Ask questions about the meaning of the festivals.</p> <p>Discuss our feelings associated with light and dark.</p> <p>The story of Christmas, Chanukah and Diwali.</p> <p>Why people choose to celebrate with light.</p> <p>A range of meanings for the symbol of light</p> <p>Similarities between the festivals of</p> | <ul style="list-style-type: none"> • The 5 'Daily Duties' of a Hindu • Hindu stories and how they depict the 5 Daily Duties <p>We will learn how to:</p> <ul style="list-style-type: none"> • Identify the what rules are and their origins • Discuss whether rules are different from duties • Define one of the key Hindu concepts referring to a Hindu practice or story • Determine what is appropriate for Hindu children and ourselves • Make comparisons to our lives and a Hindu child's life | <p>Last Supper and the meaning that this has for Christians.</p> <ul style="list-style-type: none"> • The story of Passover and the meaning that this has for Jews. • The similarities and differences between Easter and Passover. • The food that is eaten at these celebrations. <p>We will learn how to:</p> <ul style="list-style-type: none"> • Retell the story of Easter and Passover • Ask and respond sensitively to questions about their own and others' experiences. • Compare the celebration of Easter and Passover | <p>means and its role in society</p> <ul style="list-style-type: none"> • Authority figures in society • Bible stories that demonstrate the authority of Jesus • Why Jesus has authority for Christians • The qualities of a person with authority <p>We will learn how to:</p> <ul style="list-style-type: none"> • Make links between my views and those of authority figures • Use stories from the Bible to answer questions about authority | <p>that Jesus told and stories about Jesus.</p> <ul style="list-style-type: none"> • Parables from the bible that teach truth and are important to Christians. • Why stories are a good way to communicate. • Why truth matters in society. • The impact that stories can have on someones understanding of truth. • The difference between story and untruth <p>We will learn how to:</p> <ul style="list-style-type: none"> • Ask questions about the nature of truth and why people can learn from stories. • Retell a parable that teaches about truth • Recognise the difference between stories that are meant to be true and those that are not. |
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| | Compare ways in which people show belonging. | Christmas, Chanukah and Diwali. Jesus as the light of the world. We will learn how to: Make links between Jesus and our own 'guiding light' Ask questions about the meaning of the festivals. Discuss our feelings associated with light and dark. | | | | |
| Year 4 | Do Murtis help Hindus understand God? | Does the Christmas story need Mary? | Is a holy journey necessary for believers? | Giving things up | Miracles | Does prayer change things? |
| | Hinduism | Christianity | Hinduism/Christianity | Christianity | Christianity | Hinduism/Christianity |
| Curriculum coverage | We will know about: <ul style="list-style-type: none"> • Brahma, Vishnu and Shiva and their consorts. • The key stories connected with them (e.g. how Ganesh go his | We will know about: <ul style="list-style-type: none"> • Christian's beliefs about Mary • Mary's importance in Christian stories • Significant points in Mary's life • We will learn how | In this unit, we will learn about what a pilgrimage is and how it differs from a holiday. We will identify which pilgrimages are important to different believers and where they go for these. | We will know about: <ul style="list-style-type: none"> • Why Christians celebrate Easter • The Last Supper and Holy Thursday • Palm Sunday and Holy Week | We will know about: <ul style="list-style-type: none"> • Some miracles that Jesus performed • The impact these miracles had on different groups of people • A miracle that we | We will know about: <ul style="list-style-type: none"> • Different types of prayer • The significance of prayer • How people pray in different religions We will learn to: <ul style="list-style-type: none"> • Write a prayer for |

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| | <p>elephant head, Krishna and the butter, the creation of the Ganges).</p> <ul style="list-style-type: none"> • Other symbols that area used for god – e.g. salt water, incense, pomegranate and aum/om. • How Hindus choose which deities they wish to focus • How Hindus turn to different deities at different times and occasions • What Hindus learn about God from the stories <p>We will learn how to:</p> <ul style="list-style-type: none"> • Describe the characteristics of these deities and draw conclusions about Hindu | <p>to:</p> <ul style="list-style-type: none"> • Retell a story about Mary, suggesting a meaning the story might have for a Christian • Respond sensitively to stories about Mary and her place in the Christian story • Suggest meanings for some of the symbols associated with Mary • Identify some differences and similarities between Mary and Hindu Murtis • Link Bible stories to Christian beliefs about Mary | <p>We will know about:</p> <ul style="list-style-type: none"> • The importance of a pilgrimage to Christians and Hindus • The impact that visiting a place of pilgrimage can have on a believer • The differences between a pilgrimage and a holiday <p>We will learn how to:</p> <ul style="list-style-type: none"> • Refer to Christian or Hindu teaching to show understanding of reasons for pilgrimage • Answer questions about whether pilgrimage is necessary, referring to both religions covered and including a personal response • Show awareness of some similarities and differences between Christian and Hindu pilgrimage | <ul style="list-style-type: none"> • Why Christians celebrate Lent • Temptation and fasting <p>We will learn how to:</p> <ul style="list-style-type: none"> • Talk about the kinds of things believers and others might choose to give up • Sequence the story of Jesus' temptations in the wilderness • Make links between the story of the temptations of Christ and the impact it has on children today • Discuss the value of giving things up | <p>would like to see happen</p> <p>We will learn how to:</p> <ul style="list-style-type: none"> • Recount the miracles that Jesus performed • Comment on how these miracles influence Christians today • Consider why some people do not believe and the reasons for this • Ask and answer questions about the meaning of the miracles | <p>what we would like to happen</p> <ul style="list-style-type: none"> • Ask and answer questions about prayer |
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| | <p>views of God.</p> <ul style="list-style-type: none"> • Explain why different Murtis are the focus at different times. • Compare and contrast the different views of god and show how the ideas impact on the lives of Hindus. • Identify the three key deities and know a story about them. | | <ul style="list-style-type: none"> • Apply knowledge about pilgrimages and holidays and make comparisons to our lives. | | | |
| Year 5 | Do Muslims need the Qu'ran? | Does God communicate with man? | Does the community of a mosque help a Muslim live a better life? | Was the death of Jesus worth the sacrifice? | Are you inspired? | What is the best for our world? |
| | Islam | Christianity | Islam | Christianity | Christianity | Sikhism/Christianity |
| Curriculum coverage | <p>We will know about:</p> <ul style="list-style-type: none"> • How the Qur'an is used in a mosque • Key things that Muslims believe in and how this links to the | <p>We will know about:</p> <ul style="list-style-type: none"> • Biblical prophecy from the Old Testament and how it links to the Christmas story • The similarities between the way God | <p>We will know about:</p> <ul style="list-style-type: none"> • How the beliefs of Muslims are shown in the Mosque and how these link to verses from the Qur'an • How Muslims behave towards | <p>We will know about:</p> <ul style="list-style-type: none"> • What Christians believe about the death of Jesus • How Christian beliefs about the death of Jesus affect the | <p>We will know about:</p> <ul style="list-style-type: none"> • What it means for someone to be an inspiration to us • Pentecost and the coming of the Holy Spirit • The impact the Holy Spirit had on | <p>We will know about:</p> <ul style="list-style-type: none"> • Some of the ways in which believers aim to meet the needs of our world • Some of the ways in which different charities aim to meet the needs of our |

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| | <p>teaching of the Qur'an</p> <ul style="list-style-type: none"> • How the Qur'an impacts the lives of believers • How the Qur'an is treated with respect and why • Sacred texts and why they are considered sacred <p>We will learn how to:</p> <ul style="list-style-type: none"> • Identify what texts influence our own lives and say why • Ask questions to improve our understanding • Compare the Qur'an to another Sacred Text, or to something that we value | <p>communicated with Guru Nanak and Christian prophets</p> <ul style="list-style-type: none"> • The influence prophecy has on believers <p>We will learn how to:</p> <ul style="list-style-type: none"> • Investigate the links between the prophecies about Jesus and the events of his life • Describe the impact of prophecy on the understanding of the Christmas story • Reflect on the impact of prophecy on our lives and the lives of others | <p>each other and how this links to the teachings of the Qur'an</p> <ul style="list-style-type: none"> • How Muslims show respect for the Mosque and the community <p>We will learn how to:</p> <ul style="list-style-type: none"> • Describe a community we are part of, indicating how the group influences us • Plan some good questions to ask Muslims about the issues of community and behaviour • Design an ideal community, making links to Islamic teaching | <p>celebration of Easter</p> <p>We will learn how to:</p> <ul style="list-style-type: none"> • Link an artefact or symbol to Easter and explain what this might mean to a Christian • Make links between a worship song and the texts about Jesus death at Easter • Prepare a reflection on the sacrifice of Jesus • Make a link between the sacrifice of Jesus and our own actions | <p>the disciples and the crowd</p> <ul style="list-style-type: none"> • The impact that the Christian faith has on the actions of Christians <p>We will learn how to:</p> <ul style="list-style-type: none"> • Describe the differences that Pentecost made to the disciples • Use the correct words to describe the work of the Holy Spirit • Link beliefs about the Holy Spirit to the church's celebration of Pentecost • Ask questions and suggest answers about how Christians are influenced by their faith • Make links between the people who inspire us and the | <p>world</p> <p>We will learn how to:</p> <ul style="list-style-type: none"> • Use the correct words to describe the work of a religiously based charity • Ask questions and suggest answers about why religious believers aim to meet the needs of the world • Make a link between Christian Aid and the teachings of Jesus and the Bible • Make a link between my own helpfulness and the work of various charities • Give a presentation/prepare a leaflet about a need we have identified and how we think it should be tackled |
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| | | | | | <p>way Christians are inspired by the Holy Spirit</p> <ul style="list-style-type: none"> • Make links between Christian beliefs and the actions of Christians | |
| Year 6 | Are saints encouraging role models? | Is God became man a good way to understand the Christmas story? | Do clothes express beliefs? | The Resurrection | Can we know what God is like? | |
| | Christianity | Christianity | Sikhism | Christianity | Christianity/Islam | |
| Curriculum coverage | <p>We will know about:</p> <ul style="list-style-type: none"> • St Stephen and a range of other saints and learn about their sacrifices. • Modern day saints and discuss what makes their behaviour so exemplary • Pilgrimages, and why people of different faiths see these as important. • Jesus and why he was not a saint. | <p>We will know about:</p> <ul style="list-style-type: none"> • That the celebration of Christmas needs to be understood in the light of what Jesus went on to do as an adult • That there are differences between the Christian view of incarnation and Hindu avatars <p>We will learn how to:</p> <ul style="list-style-type: none"> • Explain simply what is meant by Incarnation and why | <p>We will know about:</p> <ul style="list-style-type: none"> • The '5 K's' in the Sikh religion and why they are so important to its followers. • how different beliefs dictate the code for what people wear and find differences and similarities between faith groups. <p>We will learn how to:</p> <ul style="list-style-type: none"> • Recognise the | <p>We will know about:</p> <ul style="list-style-type: none"> • Jesus' crucifixion and resurrection • How Easter is celebrated • How believers can interpret stories from the bible differently • The difference between Christian beliefs about resurrection and Sikh beliefs about reincarnation. <p>We will learn how to:</p> | <p>We will know about:</p> <ul style="list-style-type: none"> • That there are different ways of understanding God. • That different faiths describe God in many different ways. <p>We will learn how to:</p> <ul style="list-style-type: none"> • Compare and contrast views of God and ways of knowing about God and refer to scriptures to support our views. • Evaluate the practices that believers employ to get to know God | |

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| | <p>We will learn how to:</p> <ul style="list-style-type: none"> • Research different saints and discuss why they were important • Evaluate whether you need to die and become a martyr in order to become a saint • Compare and contrast Christian's beliefs in saints with other religions • Express own beliefs/views about saints | <p>it is important to a Christian understanding of Christmas</p> <ul style="list-style-type: none"> • Link Christian beliefs about Christmas and Jesus to bible texts • Evaluate Christmas celebrations in the light of what they have learned | <p>religious significance behind a range of dress codes.</p> <ul style="list-style-type: none"> • Know some reasons why people choose to follow dress codes and evaluate appropriately. • Explore the impact that following a dress code has on the life of a believer. • understand that people follow dress codes for non-religious reasons as well and make comparisons. | <ul style="list-style-type: none"> • Identify why Jesus' death and rebirth is important to Christians • Explain how a Christian understanding of resurrection might influence the way that Christians respond to death. • Compare and contrast Christian and Sikh beliefs around life after death. • Express our own beliefs around life after death. | |
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