

Subject Overview: Religious Education

Parents and carers can withdraw their children from any or all RE lessons - they should contact the Headteacher to discuss this request if required

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year R	Thankfulness Is it important to give thanks? Christian traditions Jewish traditions 1: Communicate: What does it mean to be thankful? 2: Apply: What am I thankful for? 3: Inquire and Contextualise: Why are Christians thankful at Harvest time? 4: Inquire and Contextualise: Why are Jews thankful at Sukkot? 5: Evaluate: What would happen if we weren’t thankful? A: love, thankfulness B: C: Sukkot (J), Harvest (C)	Celebration How do people celebrate special occasions? Christian traditions 1: Communicate and Apply: How do celebrations feel? Draw on children’s own experiences. 2: Inquire: What do Christians celebrate? 3: Contextualise: Why do Christians act out the Nativity story? 4: Contextualise: Why do Christians give presents and sing carols at Christmas? 5: Contextualise and Evaluate: How do people celebrate special occasions? A: celebration, gift B: C: Christmas (C) UC Incarnation (1): Why do Christians perform nativity plays at Christmas?	Special Food What food is special for people? Christian traditions Jewish traditions Sikhi faith traditions 1: Communicate and Apply: What food is special to me and to others? 2: Inquire and Contextualise: What food is special to followers of religious traditions? 3: Apply and Evaluate: How can food be special? A: special B: C: kosher (J), langar (S), Communion (C)	Symbols and New Life How do people celebrate and remember new life? Christian traditions 1: Communicate: How does new life make us feel? 2: Apply: How do chocolate eggs show new life? 3: Inquire: What do Christians believe happened at Easter? 4: Contextualise: What symbols help Christians remember the Easter story? 5: Evaluate: How important is the cross as a symbol for Christians? A: new life B: symbol C: Easter (C) UC Salvation (1): Why do Christans put a cross in an Easter garden?	Creation (1) What do people see in the world around them? Christian traditions 1: Communicate and Apply: What do you notice in the world around you? 2: Inquire: How do Christians believe the world was created? 3: Inquire: How do Christians believe the world was created? 4: Contextualise: Why do Christians care about animals? 5: Evaluate: Should we look after the world? A: creation B: god C: UC God (1) / Creation (1): Why is the word ‘god’ so important to Christians?	Special Clothes What clothes are special for people? Christian traditions Jewish traditions Sikhi faith traditions Muslim traditions 1: Communicate and Apply: What clothes are special to me and to others? 2: Inquire and Contextualise: What clothes are special to followers of religious traditions? 3: Communicate and Apply: How are clothes special to people? 4: Evaluate: Can clothes represent what is special? A: special B: C: kippah (J), turban (S), hijab (M)	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. work towards Y1 objectives

Year 1	Light / Symbols How do symbols represent something? Christian traditions Jewish traditions 1: Communicate: How can light make us feel? 2: Apply: What is a symbol? 3: Inquire and Contextualise: When do Christians see light as a symbol? 4: Inquire and Contextualise: When do Jews see light as a symbol? 5: Evaluate: Is light an important symbol for Christians and Jews? A: light B: symbol C: Hanukkah (J)	Waiting What does it feel like to wait for something? Christian traditions 1: Communicate and Apply: What does it feel like to wait for something? 2: Inquire: Why does Christmas matter to Christians? 3: Contextualise: Why do Christians think Christmas is worth waiting for? 4: Inquire: Why does Christmas matter to Christians? 5: Contextualise: Why do Christians think Christmas is worth waiting for? 6: Evaluate: What does it feel like to wait for something? A: love, waiting B: C: Christmas (C), advent (C) UC <i>Incarnation (2): Why does Christmas matter to Christians?</i>	Belonging (1) Is it important for people to feel that they belong? Jewish traditions 1: Communicate: What groups do I belong to? 2: Apply: What do I have to do if I belong to a group? 3: Inquire: What makes Jews belong to a group? 4: Contextualise: How do Jews act as part of their community? <i>judaism visitor</i> 5: Evaluate: What is important for Jews about belonging to their community? A: community, belonging B: C: God (J), mitzvah (J)	Feelings in Stories How can stories make us feel? Christian traditions 1: Apply: How do stories make us feel? 2: Inquire: How do Bible stories make Christians feel? 3: Communicate: How do Bible stories make Christians feel? 4: Contextualise: How do Christians feel at Easter? 5: Evaluate: What’s most important about the Easter story for Christians? 6: Evaluate: Should we have stories that have sad parts in them? A: feelings, storytelling B: C: Easter (C) UC <i>Salvation (2): Why does Easter matter to Christians?</i>	God Who is god/God? Christian traditions 1: Inquire: What do Christians believe God is like? 2: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 3: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 4: Inquire: What do Christians believe God is like? 5: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 6: Communicate and Evaluate: Who is god/God? A: love B: God C: UC <i>God (2): What do Christians believe God is like?</i>	Special Buildings What buildings are special for people? Christian traditions Jewish traditions Sikhi faith traditions 1: Inquire: What is ‘special’ to followers of religious traditions? 2: Communicate and Apply: What buildings are special to me and to others? 3: Inquire and Contextualise: What buildings are special to followers of religious traditions? 4: Communicate and Apply: How are buildings special to people? 5: Evaluate: Can a building represent what is special? A: special/community B: holy C: church (C), synagogue (J), gurdwara (S), mandir (H), temple (B), mosque (M)	Communicate: Express creatively their response to their own experiences of the concepts/words introduced. Apply: Recognise their responses relate to events in their own lives. Inquire / Contextualise: Recognise what has been taught about the concept/word and how they are used in the tradition studied. Evaluate: In simple terms, recognise something of the value of these concepts/words in the lives of those living in the traditions as well as for their own lives and communities.
Year 2	Special Clothes Do the clothes we wear matter? Sikhi faith traditions 1: Communicate: What makes a set of clothes special? 2: Apply: How can clothes affect our feeling of belonging? 3: Inquire and Contextualise: What clothes are special to Sikhs? 4: Inquire and Contextualise: What clothes are special to followers of other religious traditions? 5: Evaluate: Do the clothes we wear matter? A: special, belonging B: C: khalsa (S), five Ks (S)	Good News What does it feel like to receive ‘good news’? Christian traditions 1: Communicate: What does it feel like to receive good news? 2: Apply: What is good news to different people? 3: Inquire: Why do Christians believe Jesus was ‘good news’? 4: Contextualise: How do Christians respond to their belief in the ‘good news’ of Jesus? 5: Contextualise: How do Christians respond to their belief in the ‘good news’ of Jesus? <i>church visit</i> 6: Evaluate: What would be different if we didn’t have good news? A: good news B: C: UC <i>Gospel (1): What is the good news Jesus brings?</i>	Remembering Why is it important for Jews to remember the Passover festival? Jewish traditions 1.Communicate: What makes a meal special? Can you remember a special meal? 2. Inquire: What is remembering? What is the sedar plate used for? 3.Contextualise: How do Jewish people celebrate the Passover with special food? 4. Evaluate: Is it important to remember the Passover festival? 5. Apply: How does remembering make us feel? Is it always good to remember things? A: celebration B: Ceremony C: Passover	Welcoming Why is it important for Christians to welcome Jesus on Palm Sunday? Christian traditions 1.Communicate: What is my experience of welcoming? 2. Inquire: What does welcoming mean? 3.Contextualise: When do Christians remember the story about Jesus’ welcome into Jerusalem? 4.Evaluate: Is it important for Christians to think about welcoming Jesus? 5.Apply: How does welcoming affect me and other people? A: welcoming B: Holy C: Palm Sunday	Creation (2) Who made the world? Christian traditions 1: Communicate: What is a creator like? 2: Inquire: Who do Christians believe created the world? 3: Contextualise: How do Christians act because they believe God created the world? 4: Contextualise: How do Christians act because they believe God created the world? 5: Evaluate and Apply: How can we be thankful for the world around us? A: creation B: C: UC <i>Creation (2): Who made the world?</i>	Special Books What books are special for people? Look at a special story within each book Christian traditions Jewish traditions Sikhi faith traditions 1: Inquire: What is ‘special’ to followers of religious traditions? 2: Communicate and Apply: What books are special to me and to others? 3: Inquire and Contextualise: What books are special to followers of religious traditions? 4: Communicate and Apply: How are books special to people? 5: Evaluate: Can a book represent what is special? A: special B: holy C: Bible (C), Tanakh (J), Guru Granth Sahib (S), Vedas (H), Tripitaka (B), Qur’an (M)	Communicate: Express creatively their response to their own experiences of the concepts/words introduced. Apply: Recognise how their responses relate to events in their own and sometimes other people’s lives. Inquire / Contextualise: Simply describe what has been taught about how the concept/word and how it is used in the tradition studied. Evaluate: In simple terms, discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

Year 3	Water How is the symbol of water important? Christian traditions Hindu traditions 1: Communicate and Apply: What meaning does water have to people? 2: Inquire: How is water a symbol to Christians and what do they believe about the trinity? 3: Contextualise: How do Christians use water as a symbol and how do they respond to their beliefs about the trinity? 4: Inquire and Contextualise: How is water an important symbol for followers of Hindu traditions? 5: Evaluate: How is the symbol of water important? A: god, symbol B: Trinity (C), baptism (C), River Ganges (H) UC: Incarnation/God (3): What is the Trinity?	Light How is the symbol of light important? Christian traditions Jewish traditions Hindu traditions 1: Communicate and Apply: What meaning does light have to people? 2: Inquire and Contextualise: What does light mean for Christians? 3: Inquire and Contextualise: What does light mean for Jews? 4: Inquire and Contextualise: What does light mean for Hindus? 5: Evaluate: How is the symbol of light important? 6: Inquire and Contextualise: What is the importance of the light and the trinity for Christians? A: light B: symbol C: Hanukkah (J), Diwali (H), Christmas (C)	Good and Evil How can we celebrate the victory of good over evil? Hindu traditions 1: Communicate and Apply: What is good and what is evil? 2: Inquire: How is good and evil represented in Hindu traditions? 3: Contextualise: How do Hindus remember good and evil? 4: Evaluate: Does good come from evil? A: good and evil B: avatar (H), Brahma (H), Brahman (H), trimurti (H), Vishnu (H), Shiva (H), Holi (H)	Emotions of Love Is love always happy? Christian traditions 1: Communicate and Apply: Is love always happy? 2: Inquire and Contextualise: What does love mean and feel like to Christians? 3: Inquire and Contextualise: What does love mean and feel like to Christians? 4: Inquire and Contextualise: What does love mean and feel like to Christians? 5: Evaluate: Does love always look the same? Is love always easy? A: love, emotions B: resurrection (C) UC: Salvation (3): Why do Christians call the day Jesus died ‘Good Friday’?	Stewardship (1) Why should people look after the world? Christian traditions 1: Communicate and Apply: How does the world around me affect how I feel? 2: Inquire: Why do Christians believe we should be ‘stewards’ for the world? 3: Contextualise: How do Christians believe we should be ‘stewards’ for the world? 4: Evaluate: What is important in making the world ‘very good’? 5: Inquire: Why do Christians believe we need God’s help to look after the world? A: creation B: stewardship C: UC: Creation (3): What do Christians learn from the creation story?	Special People What makes people special? Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions 1: Inquire: What is ‘special’ to followers of religious traditions? 2: Communicate and Apply: What people are special to me and to others? 3: Inquire and Contextualise: What people are special to followers of religious traditions? 4: Communicate and Apply: How are people special to people? 5: Evaluate: Can a person represent what is special? A: special B: holy, prophet C: God (C//S), Jesus (C), Trinity (C), Abraham (J), Moses (J), Guru Nanak (S), Brahman (H), Trimurti (H), Buddha (B), Allah (M), Muhammad (M)	Communicate: Express creatively as well as describe their response to their own experiences of the concepts/words introduced. Apply: Recognise and describe how their responses relate to events in their own and sometimes other people’s lives. Inquire: Accurately describe what has been taught about the meanings of concepts/words. Contextualise: Accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied. Evaluate: Discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Evaluate: Discern possible value for their own lives and communities.
Year 4	Belonging (2) What does it mean to belong to a community? Hindu traditions Buddhist traditions 1: Communicate and Apply: Can a person ‘belong’ to something? 2: Inquire: What does it mean for a Hindu to belong to their community? 3: Contextualise: How do Hindus act in response to their belonging? 4: Inquire: What does it mean for a Buddhist to belong to their community? 5: Contextualise: How do Buddhists act in response to their belonging? 6: Evaluate: What difference does a sense of belonging make? A: community, belonging, identity B: faith, samsara C: buddha (B), ahimsa (H), dharma (B), dukkha (B), noble truths (B) karma (B), nirvana (B), sangha (B), Brahman (H), dharma (H), karma (H), moksha (H)	Celebrations How do people celebrate? Christian traditions Hindu traditions 1: Communicate and Apply: What makes a good celebration? 2: Inquire: What is the difference between a religious and non-religious celebration? 3: Inquire and Contextualise: What do Christians celebrate and how do they do it? 4: Inquire and Contextualise: What do Hindus celebrate and how do they do it? 5: Evaluate: How do people celebrate? A: special B: ceremony C: Christmas (C), Janmashtami (H)	Relationships What characteristics do different relationships have? Christian traditions 1: Communicate and Apply: Are all relationships the same? 2: Inquire: How has the relationship between Christians and God developed (Old Testament)? 3: Inquire: How has the relationship between Christians and God developed (New Testament)? 4: Contextualise and Evaluate: What type of relationship do Christians have with God and what difference does this make? A: relationships B: god, covenant C: Holy Spirit (C), Trinity (C), Pentecost (C), agape (C), resurrection (C), sacrifice (C) UC: Gospel: What kind of world did Jesus want	Covenant What agreements might people make? Christian traditions 1: Inquire: What ‘covenant’ do Christians believe they have with God? 2: Communicate and Apply: What does it mean to have an agreement? 3: Contextualise: What difference does a belief in a covenant make to how Christians act? 4: Inquire: What does it mean for Christians to have faith in their covenant with God? 5: Contextualise: What difference does a belief in a covenant make to how Christians act? 6: Evaluate: Is it easy to trust others? A: god, covenant C: UC: People of God (1): What is it like to follow God?	Motivation What gives us encouragement? Kingdom of God Christian traditions 1.Communicate and Apply: What is motivation? 2. Inquire: What might Christians think about motivation? 3. Contextualise: What difference does thoughts on motivation make on how Christians act? 4. Evaluate: What motivates people? 5. Inquire: What might Christians think about motivation? UC: When Jesus left, what was the impact of Pentecost	Special Events What events are special for people? Hindu traditions Buddhist traditions 1: Inquire: What is ‘special’ to followers of religious traditions? 2: Communicate and Apply: What events are special to me and to others? 3: Inquire and Contextualise: What events are special to followers of religious traditions? 4: Communicate and Apply: How are events special to people? 5: Evaluate: Can an event represent what is special? A: special B: holy, ritual, sacred C: Lent (C), Easter (C), Christmas (C), Passover (J), Yom Kippur (J), Hanukkah (J), Guru Nanak Gurburab (S), Vaisakhi (S), Holi (H), Diwali (H), Janmashtami (H), Nirvana Day (B), Wesak Day (B), Ramadan (M), Eid ul-Adha (M)	

Year 5	Community How do people show they are part of a community? Muslim traditions 1: Communicate: What does it mean to belong to a community? 2: Inquire: How can Muslims all be part of one community? 3: Contextualise: How do Muslims show they are part of one community? mosque visit 4: Apply: What similarities and differences are there between communities? 5: Evaluate: Is it important to feel part of a community? A: community, belonging B: C: Allah (M), Islam (M), umma (M), pillars of Islam (M)	Messiah Was Jesus the Messiah? Christian traditions 1: Communicate and Apply: Who can be a ‘saviour’? 2: Inquire: Why did Christians believe they needed a messiah and what type of saviour did they expect? 3: Contextualise: How do Christians remember the coming of their ‘messiah’? 4: Inquire: What type of saviour do Christians believe they got? 5: Contextualise: How do Christians respond to their beliefs about their ‘messiah’? 6: Evaluate: Does the world need a messiah? A: B: salvation C: Messiah (C), grace (C), incarnation (C), redemption (C) UC Incarnation: Was Jesus the Messiah?	Temptation How do people show love through their response to temptation? Christian traditions Muslim traditions 1: Communicate: Should we always resist temptation and practice self-control? 2: Inquire: What do Christians believe about temptation? 3: Contextualise: How do Christians act in response to their beliefs about temptation? 4: Inquire: What do Muslims believe about temptation? 5: Contextualise: How do Muslims act in response to their beliefs about temptation? 6: Evaluate: Is it ever ok to give in to temptation? A: love, temptation B: C: Allah (M), Ramadan (M), Lent (C)	Resurrection What difference does resurrection make to Christians? Christian traditions Humanist approaches to life 1.Communicate/apply: What do you think happens when we die? 2. Inquire: What do Christians believe about the resurrection? What difference do you think the resurrection makes to Christians? 3. Evaluate: Would you live your life differently if you believed in life after death? A: remembering B: C: resurrection UC Salvation (4): What difference does the resurrection make?	Sacredness Is there a difference between special, holy and sacred? Muslim traditions 1: Communicate and Apply: What similarities and differences are there between ‘special’, ‘holy’ and ‘sacred’? 2: Inquire: What is sacred to Muslims? 3: Contextualise: What do Muslims believe and how do they act in response to what they believe is sacred? 4: Contextualise: What do followers of other religious traditions believe and how do they act in response to what they believe is sacred? 5: Evaluate: Can a place be sacred? A: special B: holy, sacred, symbol	Special Journeys What journeys are special for people? Christian traditions Muslim traditions 1: Inquire: What is ‘special’ to followers of religious traditions? 2: Communicate and Apply: What journeys are special to me and to others? 3: Inquire and Contextualise: What journeys are special to followers of religious traditions? 4: Communicate and Apply: How are journeys special to people? 5: Evaluate: Isn’t a pilgrimage just a holiday? A: special B: holy, pilgrimage, sacred, samsara C: Hajj (M), Holy Land (C)	Communicate: Respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced. Apply: Explain some examples of how their responses relate to events in their own and other people’s lives. Inquire: Accurately explain meanings of concepts/words in the traditions encountered and studied. Contextualise: Accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples. Evaluate: Discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. Evaluate: Discern possible value in the concepts/words for their own lives and communities.
Year 6	Freedom and Justice How can we and why should we create a more free and just world? Christian traditions 1: Communicate and Apply: What do we mean by freedom? 2: Inquire: What do Christians believe about ‘freedom’ and ‘justice’? 3: Contextualise: How do Christians act to build freedom and justice? 4: Evaluate: How can we and why should we create a more free and just world? A: freedom, justice, equality, community B: C: Moses (C), covenant (C) UC People of God: How can following God bring freedom and justice?	Interpretation What is the value of the different interpretations of the birth of Christ to Christians? Christian traditions 1.Inquire: What does interpretation mean? 2. Communicate: What does interpretation mean to me? 3.Contextualise: What does interpretation mean in the birth narratives? 4.Evaluate: What is the value of the different interpretations to Christians? 5.Apply: On what occasions and in what situations is interpretation significant? A: interpretation B: God C:	Creation (3) Creation and science: conflicting or complementary? Christian traditions Humanist approaches to life 1: Communicate and Apply: Can looking at the world change how we feel? 2: Inquire: What do different Christians believe about creation? 3: Contextualise: Can a scientist be a Christian? 4: Inquire: What do different groups of people believe about the creation of the world? 5: Evaluate: Creation and science: conflicting or complementary? A: creation, interpretation B: God C: atheism / agnosticism (Hu), evolution (Hu) UC Creation (4) / Fall: Creation and science: conflicting or complementary?	Sacrifice and Salvation How can sacrificing something bring freedom? Christian traditions 1: Communicate and Apply: What does ‘sacrifice’ and ‘salvation’ mean to me and to others? 2: Inquire: What does ‘sacrifice’ mean to Christians? 3: Contextualise: How do Christians act in response to their beliefs around ‘sacrifice’? 4: Inquire: What does ‘salvation’ mean to Christians? 5: Contextualise: How do Christians act in response to their beliefs around ‘salvation’? 6: Evaluate: Should everyone be ready to make sacrifices? A: love, devotion B: salvation C: agape (C), atonement (C), grace (C), resurrection (C), redemption (C), salvation (C) UC Salvation (4): What did Jesus do to save human beings? /	The Good Life What does it mean to live a good life? Humanist approaches to life 1: Communicate – What does it mean to you to live a ‘good life’? Can you think of any examples of people who live a ‘good life’? 2: Apply – How might we live a good life? What happens if someone chooses not to? Where do rules come from? 3: Inquire – What does a ‘good life’ involve? What are the complexities surrounding this concept? How does school encourage us to live a good life? 4. Contextualise – What is the Golden Rule for the Humanism religion? 5: Evaluate – Is it important for Humanists to live a good life? Is it important for you to live a good life? What might the differences/similarities be? A: B: God C: atheism / agnosticism (Hu), Golden rule (Hu)	Rites of Passage Are rites of passage important to people’s identity? Christian traditions Jewish traditions Hindu traditions Muslim traditions 1: Communicate and Apply: Are ‘ceremonies’ and ‘rites of passage’ important to me and to others? 2: Inquire and Contextualise: What do Christians and Muslims believe and how do they act at a birth? 3: Inquire and Contextualise: What do Christians and Jews believe and how do they act at a coming of age? 4: Inquire and Contextualise: What do Christians and Hindus believe and how do they act at a marriage? 5: Evaluate: Do ‘rites of passage’ and ‘ceremonies’ matter? A: community, belonging, identity B: ceremony, initiation, rites of passage C: Mitzvah (J), baptism (C)	

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