

Religious Education: Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Why is your family so special? Why do people look different?</p> <p>Compare similarities and differences in appearances between ourselves and our new friends. Appreciating difference and talking about likes/dislikes/interests Introducing terms 'Muslim', 'Christian' and identifying own beliefs</p>	<p>Giving & Saying thank you. Why was Jesus' birth so special? Why do people put on Christmas plays?</p> <p>Explore importance of giving thanks How do different Religions/groups show thanks? Story of Jesus' birth and how it is remembered every year in school and in homes. Exploring how not all religions celebrate Christmas</p>	<p>Why is it important to forgive people? What does being sorry mean?</p> <p>Explore & share stories about making mistakes. What do Religions state about learning from mistakes? Meaning & impact of being sorry</p>	<p>Who do you love? Why is love so important? How do we show love & care for people? How do we show love and care for other living things?</p> <p>Explore & share stories about loving people & showing love. How is this represented in different religions? Care for elderly and ill Care for animals & other living things e.g. plants</p>	<p>Why is new life so special? Why is Spring special for Christians?</p> <p>Link to Easter story. New life in Spring on the farm. Why is this so sacred? Introduce term 'sacred'</p>	<p>Why is the word 'God' so important in Religion?</p> <p>What do different religions call God? Why is this different? What is God's role in your life? In your family's life? Why can we not see God?</p>
<p>R.E to be delivered combined with CL. Subject term 'R.E' will be used to introduce and help prepare children as they progress through the school.</p>						
Reception	<p>Which people are special and why?</p> <p>Talk about people who are special to them Say what makes their family and friends special to them Identify some of the qualities of a good friend Recall and talk about stories of Jesus as a friend to others. Introduce term 'Incarnation' Recall a story about a special person in Sikhism and talk about what can be learnt from it. Harvest = Why is this important in Religion?</p>	<p>What times are special and why?</p> <p>Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas and a festival from another faith. Say why Christmas and a festival from another faith are special times for believers.</p>	<p>What buildings are special and why?</p> <p>Talk about somewhere that is special to them, saying why. Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Recognise a place of worship. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>What is special about our world?</p> <p>Link back to Unit 2: Easter focus Talk about things they find interesting, puzzling or wonderful and about their own experiences about the world Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants Talk about what people do to mess up the world and what they do to look after it</p>	<p>Which stories are special and why?</p> <p>Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Qur'an. Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p>	<p>Where do I belong?</p> <p>Re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into Islam.</p>
<p>Weekly R.E. lessons to be held in Reception, alongside enhancements and focussed activities. Subject term 'R.E' will be used to introduce and help prepare children as they progress through the school.</p>						

CYCLE A = 2022-23					
		Unit 1	Unit 2	Unit 3	Unit 4
KS1	Year 1	<p>1.2 Who is a Muslim and what do they believe? (11wks)</p> <p>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p>	<p>1.1 Who is a Christian and what do they believe? (10wks)</p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. Teaching in this unit will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people.</p>	<p>1.5 What makes some places sacred? (9wks)</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims. Pupils can question about places of worship, what they are used for and their significance in the local community.</p>	<p>1.8 How should we care for others and the world and why does it matter? (8wks)</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa or a local believer, the Jewish practice of Tzedekah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people.</p>
	Year 2				
LKS2	Year 3	<p>2.1 What do different people believe about God? (10wks)</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</p>	<p>2.6 Why do some people think life is a journey? (10wks)</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras how and why people chose to mark significant moments in life.</p>	<p>2.7 What does it mean to be Christian in Britain today? (10wks)</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p>	<p>2.2 Why is the Bible so important to Christians today? (10wks)</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures –the Bible –exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.</p>
	Year 4				
UKS2	Year 5	<p>U2.1 Why do some people believe God exists? (8wks)</p> <p>This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils raise questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.</p>	<p>U2.6 What does it mean to be a Muslim today? (12wks)</p> <p>This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas</p>	<p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (8wks)</p> <p>This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.</p>	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (10wks)</p> <p>This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non- religious people.</p>
	Year 6				
Experiential learning opportunities		<p>EYFS: Nativity; Handling objects/sources; visits from special people who help us.</p> <p>KS1: Visit to the Mosque and Church; visitor from the Islamic and Christian community; visits to different sacred places; community event; fundraiser event.</p> <p>LKS2: Visit to the Mosque, Church and Synagogue; invite Jewish, Hindu and Christian leaders in school to discuss important ceremonies from their faiths.</p> <p>UKS2: Invite local Imam to discuss meanings of 99 names of Allah; invite local priest to discuss importance of Bible.</p>			

Cycle B (2021-2022)

KS1	Year 1	1.4 What can we learn from sacred books? (10wks) This investigation enables pupils to find out about sacred books from more than one religion. Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book.	1.6 How and why do we celebrate special times? (9wks) This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.	1.3 Who is Jewish and what do they believe? (10wks) This investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah. This unit also has strong links with Torah, Synagogue and Pesach which pupils look at in units 1.4 and 1.5	1.7 What does it mean to belong to a faith community? (9wks) This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.
	Year 2				
LKS2	Year 3	2.4 Why do people pray? (12wks) This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.	2.5 Why are festivals important to religious communities? (10wks) This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Diwali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam	2.9 What can we learn from religion about what is right and wrong? (8wks) This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils examine how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation.	2.3 Why is Jesus inspiring to some people? (8wks) This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians –and by many other people too.
	Year 4				
UKS2	Year 5	U2.4 If God is everywhere why go to a place of worship? (9wks) This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.	U2.3 What do religions say to us when life gets hard? (9wks) This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children	U2.7 What matters most to Christians and Humanists? (10wks) This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a non-religious way of life means, both similar to and different from Christianity.	U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? (10wks) This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.
	Year 6				
Experiential learning opportunities		EYFS: EYFS: Nativity; Handling objects/sources; visits from special people who help us. KS1: Invite Rabbi to talk about Torah / Priest to discuss Bible / Imam to discuss Qur'an; invite in a local vicar to discuss the importance of Easter to Christians. LKS2: Invite local Imam from Hyde Jamia Mosque to share how Muslims pray; invite people from religious communities to discuss their experiences for Easter, Diwali, Pesach and Eid ul Fitr. UKS2: Visit to Synagogue; Invite in someone from the Humanist community to talk about their way of life; visitor/workshop from a religious base charity e.g. Christian Aid, Islamic Aid and Tzedek.			