Yearly overview for RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Celebration stories – All religions	Celebration stories – All religions	Special Times – All religions	Special Times – All religions	Friendship – All religions	Friendship – All religions
Reception	Special people: Which people are special and why?	Special stories: What stories are special and why?	Special places: What places are special and why?	Special times: What times are special and why?	Being special: where do we belong?	Special world: What is special about our world and why?
Year 1	How do people celebrate? Baby / Wedding / Birthday **Most pupils will be able to:** name a religious celebration talk about a celebration they have been a part of, remembering feelings	How do people celebrate? Baby / Wedding / Birthday **Most pupils will be able to:** name a religious celebration talk about a celebration they have been a part of, remembering feelings	How do we say thank you for the Earth? Cycles of the year, creation. **Most pupils will be able to:** Use religious or spiritual vocabulary such as God, Bible, Torah, creation Recount a simple outline of a Christian creation story Talk about big questions and thoughts to do with creation stories Recognise puzzling and mysterious questions about how the world began	Stories and prayers about Jesus **Most pupils will be able to:** Recognise the importance of the Lord's Prayer for Christians Know the outline of the Lord's Prayer Talk about the powers of Jesus in stories Talk about their own power to care, or to say thank you Identify some feelings associated with thanking and being thanked, praising and being praised	Beginning to learn from Sikhism **All pupils will be able to:** Name symbols they are aware of or know about in their daily lives Hear and listen attentively to a story about a Guru Talk about values in response to a Sikh story Talk about some things that happen in a Gurdwara	Beginning to learn from Sikhism **All pupils will be able to:** Name symbols they are aware of or know about in their daily lives Hear and listen attentively to a story about a Guru Talk about values in response to a Sikh story Talk about some things that happen in a Gurdwara

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Year 2	A world of festivals: who celebrates and why? (Aut 1 and 2, as this unit worked really well) **Most pupils will be able to:** Retell the story of Diwali and show understanding of how it is linked to good winning over bad Suggest 3 questions about the story of Chanukah that are interesting and hard to answer Retell the story of Mary, Joseph and the birth of Jesus Talk about why Christians think it is good to give gifts at Christmas, and say what kinds of gifts I have	A world of festivals: who celebrates and why? **Most pupils will be able to:** Retell the story of Diwali and show understanding of how it is linked to good winning over bad Suggest 3 questions about the story of Chanukah that are interesting and hard to answer Retell the story of Mary, Joseph and the birth of Jesus Talk about why Christians think it is good to give gifts at Christmas, and say what kinds of gifts I have	A world of festivals: who celebrates and why? **Most pupils will be able to:** Retell the story of Diwali and show understanding of how it is linked to good winning over bad Suggest 3 questions about the story of Chanukah that are interesting and hard to answer Retell the story of Mary, Joseph and the birth of Jesus Talk about why Christians think it is good to give gifts at Christmas, and say what kinds of gifts I have	What does Easter mean to Christians? **Most pupils will be able to:** Retell some stories of Easter (e.g. in drama or art) Recount the outline of the story of the Last Supper, Jesus' death and the empty tomb; Suggest meanings in symbols of the idea of new life and the ways the story of Jesus' death matters to Christians	Beginning to learn from Islam **Most pupils will be able to:** Name two things found in the mosque Retell a story of the Prophet Talk thoughtfully about kindness to animals or about sacred words Respond sensitively to Muslim ideas and simple stories, suggesting a meaning in a story for themselves.	Questions that puzzle us **Most pupils will be able to:** Talk about puzzles and mysteries that are interesting, even if we don't know 'the answers' Identify some puzzles and mysteries about our lives and our thoughts Experience the sense of wonder and talk about it Talk about stories that include mysteries and puzzling questions Talk about a number of puzzling questions and notice what is of concern to themselves and to others Recognise that religious beliefs can answer puzzling questions for many people

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Year 3	Holy Buildings and Sacred Space: Visiting places of worship (Gurdwara,Mosque, Church,Synagogue, Mandir) **Most pupils will be able to:** Describe two sacred places and some of the artefacts inside them Describe some ways in which two sacred places are used Understand the importance of special places in our lives and the lives of others Make links between my special place and a sacred religious place, e.g. by discussing what makes (e.g.) mosques or churches special to thousands of people in the UK	Holy Buildings and Sacred Space: Visiting places of worship (Gurdwara,Mosque, Church,Synagogue, Mandir) **Most pupils will be able to:** Describe two sacred places and some of the artefacts inside them Describe some ways in which two sacred places are used Understand the importance of special places in our lives and the lives of others Make links between my special place and a sacred religious place, e.g. by discussing what makes (e.g.) mosques or churches special to thousands of people in the UK	Why holy books are important? **Most pupils will be able to:** Describe what a believer might learn from Jesus' sayings Describe how the Bible inspires aspects of Christian life and worship Use some religious words to describe how important the Qur'an is to Muslims and say how Muslims treat the Qur'an because of this Make links between teachings in the Qur'an and teachings that I feel to be important	Why do people make pilgrimages? **Most pupils will be able to:** Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life. Describe similarities and differences that they have encountered in pilgrimages in two or more religions. Ask questions about the values and commitments of pilgrims Describe what would inspire them to take an important action.	Jesus: why do some people think he is inspirational? **Most pupils will be able to:** Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus' life and teachings. Begin to identify the impact that believing in Jesus has on a Christian's life. Describe some ways in which Jesus has been represented in art or music Make links between some Christian beliefs and some stories about Jesus found in the New Testament. Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.	Jesus: why do some people think he is inspirational? **Most pupils will be able to:** Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus' life and teachings. Begin to identify the impact that believing in Jesus has on a Christian's life. Describe some ways in which Jesus has been represented in art or music Make links between some Christian beliefs and some stories about Jesus found in the New Testament. Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.

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Year 4	What is it like to be a Hindu? **Most pupils will be able to:** Use a range of religious words to describe Hindu beliefs about God and worship; List some similarities and differences between the Hindu way of life and another way of life they know well Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean.	What is it like to be a Hindu? **Most pupils will be able to:** Use a range of religious words to describe Hindu beliefs about God and worship; List some similarities and differences between the Hindu way of life and another way of life they know well Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean.	Christian and Hindu beliefs and questions on life's journey. **Most pupils will be able to:** Use religious vocabulary, show they understand Hindu and Christian ideas about some big questions Express their own responses to questions of meaning and purpose in light of their learning using a variety of media. Using religious vocabulary, explain some Christian and Hindu beliefs about death. Make links between and describe some similarities and differences between religions.	Muslim way of Life: Keeping Five Pillars of Islam. **Most pupils will be able to:** Describe how a Muslim practices some of the Pillars Make simple links between the teaching of Islam and what Muslims do Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and differences)	Finding reasons to care through religious stories-Christianity. **Most pupils will be able to:** Describe some of Jesus' teaching about being fair and being generous Describe the way Jesus turned an enemy into a hero in the story of the good Samaritan Describe how Jesus' story of the lost son makes a point about forgiveness or being generous Make a link between Jesus' example and what Christians do today Make a link between their ideas about fairness and Jesus' ideas	Finding reasons to care through religious stories-Christianity. **Most pupils will be able to:** Describe some of Jesus' teaching about being fair and being generous Describe the way Jesus turned an enemy into a hero in the story of the good Samaritan Describe how Jesus' story of the lost son makes a point about forgiveness or being generous Make a link between Jesus' example and what Christians do today Make a link between their ideas about fairness and Jesus' ideas
Year 5	Christian Aid and Islamic Relief: Can they change the world?	Christian Aid and Islamic Relief: Can they change the world?	Commitments and meanings-Hindu, Muslim, Christian.	Respect for all: what will make Walsall a more respectful place?	Muslims and Christians: Who is inspiring? Exploring inspirational founders and leaders	Muslims and Christians: Who is inspiring? Exploring inspirational founders and leaders

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	Most pupils will be able to: Show that they understand some similarities and differences between the work of the two charities and give simple reasons for this; Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities; Apply the ideas of generosity and charity to my own attitudes to money; Apply the ideas of fairness, justice and equality for myself; Show understanding of the different priorities of the charities, applying my learning to the role play world development task; Apply the ideas of fellowship, stewardship, *zakat*, *ummah*, generosity and charity to my own attitudes to money.	**Most pupils will be able to:** Show that they understand some similarities and differences between the work of the two charities and give simple reasons for this; Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities; Apply the ideas of generosity and charity to my own attitudes to money; Apply the ideas of fairness, justice and equality for myself; Show understanding of the different priorities of the charities, applying my learning to the role play world development task; Apply the ideas of fellowship, stewardship, *zakat*, *ummah*, generosity and charity to my own attitudes to money.	**Most pupils will be able to:** Describe how a Muslim practices some of the Pillars Describe how a Christian tries to follow Jesus Describe what Hindu worship shows them about belief and commitment Make simple links between their own experience and choices and the ways Muslims, Christians and Hindus live out their faith	**Most pupils will be able to:** Describe some of the religious diversity of our region, referring to people, places and events Identify similarities and differences in aspects of their lives with those of other people of different religions Make links between values like respect and tolerance and their own behaviour	**Most pupils will be able to:** Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings. Make links between Muslim and Christian beliefs about following the way of God and the example of other people; Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam; Describe how Christian people try to live by following the teaching and example of Jesus; Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses. Use a developing religious vocabulary, to describe, show	**Most pupils will be able to:** Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings. Make links between Muslim and Christian beliefs about following the way of God and the example of other people; Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam; Describe how Christian people try to live by following the teaching and example of Jesus; Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses. Use a developing religious vocabulary, to describe, show

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					understanding of and make links between stories about inspiring leaders from Muslim and Christian traditions. Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH) and of the Lord Jesus; Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments.	understanding of and make links between stories about inspiring leaders from Muslim and Christian traditions. Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH) and of the Lord Jesus; Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments.
Year 6	Sikhs and Hindus: Who is inspiring? Exploring inspirational founders and leaders **Most pupils will be able to:** Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses.	Sikhs and Hindus: Who is inspiring? Exploring inspirational founders and leaders **Most pupils will be able to:** Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses.	Remembrance What can we learn from World War 1 in RE? **Most pupils will be able to:** Describe examples of heroic action and examples of the evil effects of war (AT1) Describe examples of the teaching of the bible in relation to	What matters most? Christians and Humanists. **Most pupils will be able to:** Describe some of the ideas of Humanists simply Describe some Christian and Humanist values simply Use vocabulary such as 'values' 'right and	What can we learn from religions about temptation? **Most pupils will be able to:** Describe some things Muslims or Christians think are wrong, and some things they think are good. Use the vocabulary of the unit such as dilemma, temptation,	How do we express spiritual ideas? **Most pupils will be able to:** Use a widening religious vocabulary to show that they understand some ways that key events in the Christian calendar relate to church liturgical colours and

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	Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments.	Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments.	issues of war and peace (AT1). Use religious or spiritual vocabulary such as 'peacemaker' 'sacrifice' and 'commitment' to explore the stories they study (AT1). *Make links between their own ideas and ideas about conflict, war and peace in the examples they study*	wrong' and 'good and bad' Identify similarities and differences between the values of Humanists and Christians Make links between their own behaviour and the values they hold, and the values they study.	resist, give in, commit, good and bad, right and wrong Make links between the teachings of one of the religions studied and the way people might choose to behave	the feelings and ideas expressed. Suggest various answers to questions about the meanings and beliefs that art works carry Apply ideas from the Christian art forms studied to their own life experience.

**All year groups to continue units over the terms as required