Overview year A

(See specific skills and outcomes at the bottom of the document)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1/2(taken from year 1 planning) | Who is a Christian and what do they believe? (Christianity -**believing**) | How and why do we celebrate special and sacred times?(Christianity - **expressing**)Discovery unit – The Christmas Story | How should we care for others in the world and why does it matter? (Christians– **living**)Discovery unit – Jesus as a friend | How and why do we celebrate special and sacred times?(Christianity - **expressing**)Discovery unit - Easter | What makes some places sacred? (Christians, Muslims and/or Jewish people – **expressing**) | What does it mean to belong to a faith community? (Christians, Muslims and Jewish people – **living**) |
| Skills  | A1, A3, A2, B1, C1, C3 | A1, A2, A3, B1, B3, C1 | A2, B1, C1, C2, C3 | A1, A2, A3, B1, B3, C1  | A1, A2, A3, B1, B2, B3, C1 | A1, A3, B1, B2, B3, C2 |
| Year 3/4(taken from year 4 planning)  | What can we learn from religions about deciding what is right and wrong? (Christians, Jewish people and non-religious responses e.g Humanism – **living**) | Why are festivals important to religious communities? (Christians– **expressing**)Discovery unit - Christmas | What does it mean to be a Hindu in Britain today? (Hinduism -**living**) | Why is Jesus inspiring to some people? (Christianity -**believing**)Discovery unit – Easter and forgiveness | Why do some people think that life is like a journey and what significant experiences mark this? ( Jewish people **expressing**)  | Discovery unit – Rites of Passage and good works |
| Skills  | A2, B1, B2, B3, C3 | A2, A3, B2, C1, C2 | A1, A2, A3, B1, B2, B3, C1, C2 | A1, A2, B1, C2, C3 | A1, A2, A3, B1, B2, B3, C1, C2 | A1, A3, B1, B2, C3 |
| Year 5/6(taken from year 6 planning) |  Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious e.g. Humanists) - **expressing** | What matters most to Christians and Humanists? (Christianity, Humanism – **living**) | Discovery unit – Is Christianity still a strong religion after 2000 years? (Christians – **believing**) | What do religions say to us when life gets hard? (Christians, Hindus and non-religious e.g. Humanists – **believing**) |
| Skills  | A1, A3, B2, B3, C1, C2, C3 | A2, B2, B3, C2, C3 | A1, A2, B1, B3 | A1, A3, B1, B2, B3 |

Overview year B

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1/2(taken from year 2 planning) | How should we care for others in the world and why does it matter? (Christians – **living**)Discovery unit – What did Jesus teach? | How and why do we celebrate special and sacred times?(Christianity - **expressing**)Discovery unit – Christmas, Jesus as a gift from God | Who is Jewish and what do they believe? (Judaism – **believing**)Discovery unit - Passover | How and why do we celebrate special and sacred times?(Christianity - **expressing**)Discovery unit – Easter, resurrection | What can we learn from sacred books? (Christians, Muslims and or Jewish people – **believing**) | Who is a Muslim and what do they believe? (Islam -**believing**) |
| Skills  | A2, B1, C1, C2, C3 | A1, A2, A3, B1, B3, C1 | A1, A2, A3, B1, C1 | A1, A2, A3, B1, B3, C1 | A2, B3, C1, C3 | A1, A2, A3, B1, C1 |
| Year 3/4(taken from year 3 planning) | What do different people believe about God? (Christians, Hindus and/or Muslims – **believing**) | Why are festivals important to religious communities? (Christians – **expressing**)Discovery unit - Christmas | What does it mean to be a Christian in Britain today? (Christianity -**living**) | Why is the Bible so important for Christians today? (Christianity -**believing**)Discovery unit – Easter and forgiveness | Why do people pray? ( Hindus – **expressing**)Discovery unit – Hindu beliefs | Discovery unit -What is the best way for a Sikh to show commitment to God? (Sikhism – **living**) |
| Skills  | A1, B1, B2, B3, C1 | A2, A3, B2, C1, C2 | A1, A2, A3, B1, B2, C1, C2 | A1, A2, B1, B2, C3 | A1, A2, A3, B2, B3 | A1, A2, B1, B2, B3 |
| Year 5/6(taken from year 5 planning) | Why do some people think God exists? (Christians and non-religious e.g. Humanists – **believing**)  | Discovery unit – Is the Christmas Story true? (Christianity – **believing**) | What does it mean to be a Muslim in Britain today? (Islam – **living)**  | Discovery unit – Easter, did God intend Jesus to be crucified? (Christians – **believing**) | What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Christianity – **believing**)  | If God is everywhere, why go to a place of worship? (Christians Hindus and/or Jews -**expressing** ) |
| skills  | A2, A3, B1, B2, B3, C1 | A1, A2, B1, B3 | A1, A2, B1, C1 | A1, A2, B1, B3 | A1, A2, B1, C3 | A1, A3, B1, B2, B3, C1, C2 |

In F1 and F2 RE is related to the ELG 13 Understanding the World: People and communities and PSED. We use festivals that happen throughout the year to match the Early Years statements. These are Diwali, Easter, Christmas, Chinese New Year, Harvest and, Eid and other festivals depending on the cohort.

**KS1 skills and outcomes**

|  |  |  |
| --- | --- | --- |
| **A. Know about and understand a range of religions and worldviews.**  | **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.**  | **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.**  |
| A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.  | B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.  | C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.  |
| A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.  | B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.  | C2. Find out about and respond with ideas to examples of co-operation between people who are different.  |
| A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.  | B3. Notice and respond sensitively to some similarities between different religions and worldviews.  | C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.  |

**KS2 skills and outcomes**

|  |  |  |
| --- | --- | --- |
| **A. Know about and understand a range of religions and worldviews.**  | **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.**  | **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.**  |
| A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.  | B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.  | C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.  |
| A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  | B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.  | C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.  |
| A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  | B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.  | C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.  |