**CYCLE A**

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| **RE** | **EYFS**  **Nursery and Reception** | **KS1**  **Year 1 & Year 2** | **LKS2**  **Year 3 & Year 4** | **UKS2**  **Year 5 & Year 6** |
| **AUTUMN** | Nursery:   * Show interest in different occupations. * Continue developing positive attitudes about the differences between people.   Reception:   * Talk about the lives of the people around them and their roles in society. * 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. | Unit Name: **Hindu Worship & Why do Christians give gifts at Christmas?**  **Overarching Objective:** To be able to make connections between family life and living out religious beliefs. | Unit Name: **Rites of Passage**  **Overarching Objective:** To be able to explain connections between religious beliefs and worship as a community. | Unit Name: **Christmas Journeys**  **Overarching Objective:** To give reasons for the significance of beliefs, practices and forms of expression to individuals and faith communities. |
| **SPRING** | Unit Name: **Our Wonderful World**  Overarching Objective: To recognise a link between a story and belief. | Unit Name: **Why is Easter Important?**  Overarching Objective: To show understanding of how beliefs, practises and forms of expression influence communities. | Unit Name: **Jewish Celebrations**  Overarching Objective: To give reasons for the significance of beliefs, practices and forms of expression to individuals and faith communities. |
| **SUMMER** | Unit Name: **Christian Rites of Passage**  **What do Hindus Celebrate?**  **Overarching Objective:** To be able to make connections between family life and living out religious beliefs. | Unit Name: **Identity & Belonging**  **Overarching Objective:** To be able to make connections between family life and living out religious beliefs. | Unit Name: **What is a church?**  **Overarching Objective:** To reflect on similarities and differences within and between religions including sacred places. |
| The depth thread is …  Teach – Practice - Repeat | We aim to **explore beliefs and find out what people of faith believe** and **investigate the significance of religious festivals and rituals.**  (All year groups learn about Christianity then 1/2 Hinduism, 3/4 Islam, 5/6 Judaism) | | | |
| SMSC development – Spiritual, Moral, Social, Cultural | SPIRITUAL: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.  MORAL: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.  SOCIAL: …mutual respect and tolerance of those with different faiths and beliefs.  CULTURAL: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. | | | |

**CYCLE B**

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| **RE** | **EYFS**  **Nursery and Reception** | **KS1**  **Year 1 & Year 2** | **LKS2**  **Year 3 & Year 4** | **UKS2**  **Year 5 & Year 6** |
| **AUTUMN** | Nursery:   * Show interest in different occupations. * Continue developing positive attitudes about the differences between people.   Reception:   * Talk about the lives of the people around them and their roles in society. * 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. | Unit Name: **Diwali & Christmas Celebrations**  Overarching Objective:To be able to describe ways in which people express/practise their beliefs as a community e.g. festivals | Unit Name: **What do Muslims Celebrate?**  Overarching Objective:To describe and make connections between different features of religions, including celebrations. | Unit Name: **Stories of Christianity**  Overarching Objective: To describe and show understanding of links between stories, beliefs and practices of faith communities |
| **SPRING** | Unit Name: **What did Jesus teach us?**  Overarching Objective: To recognise a link between a story and belief. | Unit Name: **What is the Bible and why is it important to Christians? Signs & Symbols**  Overarching Objective:To respond thoughtfully to a range of sacred writings and the practises of faith communities. | Unit Name: **Jewish worship & Community**  **Overarching Objective:** To demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship. |
| **SUMMER** | Unit Name: **Special Objects**  Overarching Objective:To be able to describe ways in which people practise their beliefs e.g. through special objects | Unit Name: **Special Foods**  Overarching Objective: To describe and make connections between different features of religions, including special foods. | Unit Name: **Jewish Rites of Passage**  Overarching Objective: To give reasons for the significance of beliefs, practices and forms of expression to individuals and faith communities. |
| The depth thread is …  Teach – Practice - Repeat | We aim to **explore beliefs and find out what people of faith believe** and **investigate the significance of religious festivals and rituals.**  (All year groups learn about Christianity then 1/2 Hinduism, 3/4 Islam, 5/6 Judaism) | | | |
| SMSC development – Spiritual, Moral, Social, Cultural | SPIRITUAL: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.  MORAL: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.  SOCIAL: …mutual respect and tolerance of those with different faiths and beliefs.  CULTURAL: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. | | | |