

RE Overview

Class	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class 1 LAS	Which people, stories and events are special to me? (Compulsory: Christianity, Hinduism across the year)		What do I know about Easter and Holi? (Compulsory: Christianity, Hinduism across the year)		Why are some places and objects special or sacred? (Compulsory: Christianity, Hinduism across the year)	
Class 1	4-5 Autumn 1: What makes people special?* (Christianity, Judaism, Sanatana Dharma*) Identify family and friends who are special to me and why. Know some religious Stories (Moses and 10 Commandments, Jesus Healing, Rama and Sita*) Listen carefully to stories about special people and begin to understand why they are special.	4-5 Autumn 2: What is Christmas? (Christianity) Explain why presents are special to me and others (including Giving and Saying 'thank you') Recall The Christmas story (including the Shepherds and the Wise Men) Listen carefully to and retell the Christmas story in some detail.	4-5 Spring 1: How do people celebrate? (Non-Religious, Santana Dharma (Hindu)) Can tell you how I might celebrate different events. Know about different celebrations (New Year, Chinese/Lunar New Year, Persian New Year (Nowruz) and Holi). Can show awareness of how different people celebrate.	4-5 Spring 2: What is Easter? (Christianity) Can explain what I think is special about Spring and Easter. Can recall the Easter Story. Can listen carefully to the Easter story and consider how people in the story felt.	4-5 Summer 1: What can we learn from stories? (Non-religious, Sikhi, Islam, Christianity) Can explain how I feel about a story and start to make links to my own experience. Know some stories from different religions, cultures and worldviews (non-religious, Sikhi, Muslim, Indian, Asian, Christian) Can listen carefully to and retell stories from different cultures and worldviews.	4-5 Summer 2 What makes places special? (Christianity, Islam, Judaism, Sanatana Dharma*) Can give examples of what makes a home special to me and others. Know special places for different religions and worldviews (Church, Mosque, Synagogue, Mandir*) Can talk about what happens in different special places (prayer, worship, ceremonies)

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Class 2 CYCLE A LAS	What do stories from religious traditions teach about God? What can we learn from other stories? (Compulsory: Christianity, Judaism)		What do creation stories teach about God and human nature? (Compulsory: Christianity, Judaism, Islam* and Humanism*)		What are sacred texts and why do they matter? (Compulsory: Christianity*, Islam OR Judaism, Buddhism OR Hinduism OR Sikhi)	
Jigsaw	5-7 Judaism Enquiry 1: Who is God to Jews? Say what rules I follow in my life Explain why agreements are important and why they should be kept Start to think about rules I choose to keep and say why they are important to me Know the stories of Abraham and the Idols, Abrahams Covenant with God, Moses leading the slaves out of Egypt and Moses and the Ten Commandments. Say why Abraham and Moses are important to Jewish people today Talk about an agreement Jewish people make with God and begin to explain why this is important Start to say why these covenants might make Jewish people feel they have a special relationship with God	6-7 Christianity Autumn 1: Is it possible to be kind to everyone all of the time? Say when I have been kind to others even when it was difficult Remember something Jesus said or did to be kind Re-tell a story Jesus told about being kind (e.g. The Good Samaritan or Zacchaeus the Tax Collector) Say if I think most Christians think they should be kind and give a reason	5-6 Christianity Autumn 1: What do Christians believe about God? (Additional: Islam*) Say how to take care of things or people Say how it felt to take care of something or somebody Know the Christian Creation Story Remember some Christian beliefs about God and talk about them Start to say actions a Christian might take because of their beliefs about God Express an opinion about some Christian beliefs about God Start to link Christian beliefs and good actions Additional Islam Know what Muslims believe about Creation Identify differences and similarities between the Christian and Muslim beliefs about Creation	5-7 Judaism Enquiry 2: Is Shabbat important to Jewish children? (Additional: Humanism*) Say which is my favourite day of the week and talk about food I would like to share in a special meal Know The Creation Story from Genesis Use the right names for things that are special to Jewish people during Shabbat and explain why Start to make a connection between being a Jewish child and decisions about behaviour or actions Additional Humanism Start to know a non-religious understanding of creation Identify similarities and differences between beliefs and understanding of creation.	5-7 Islam Enquiry 1: How important is the Qur'an to Muslims? (Additional: Christianity*) Say how I might show respect for other people Starting to explain why the respect Allah is shown by Muslims is the same or different to how I show respect Describe some of the attributes (names) of Allah and what these might mean Explain how Muslims might show respect for these in their daily lives Start to explain the impact of this on the life of a Muslim today Additional Christianity Recall important stories for Christians from prior learning	5-7 Sanatana Dharma Enquiry 2: What might Sanatanis learn from the story of Diwali? Say why belonging is important to me Know the story of Rama and Sita Describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita Say how Diwali helps a Sanatani child feel like they belong Explain why the story of Rama and Sita might be important to Sanatanis today

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Class 2 CYCLE B LAS	How are stories celebrated and linked? (Compulsory: Christianity, Judaism)		What do people learn from stories and festivals? (Compulsory: Christianity, Judaism*, Islam*)		What do we mean by religion and worldviews? What beliefs, values and practices are important within religions and worldviews? (Compulsory: Christianity*, Islam OR Judaism, Buddhism OR Hinduism OR Sikhi)	
Jigsaw	7-9 Judaism Enquiry 2: How do Jewish beliefs teachings and stories impact on daily life? Discuss why I would choose to follow an instruction not to eat certain foods, whom I would listen to and why Know the story of Moses and the story of Passover. Describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life Identify how it might feel to keep Kashrut	5-6 Christianity Autumn 2: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Talk about a gift that is special to me Start to explain how it felt to receive a special gift Remember some of the Christmas story Start to link meaning to parts of the story. E.g. what the gifts said about Jesus Suggest a gift a Christian might give to Jesus Starting to explain why Jesus is special to Christians (incarnation)	5-7 Islam Enquiry 2: How important is the Prophet Muhammad to Muslims? (Additional: Link these stories to Ramadan and Eid*) Say who is special to me and say why Identify key facts from the life of Muhammad Start to explain how events might impact on Muslims today Say why I have chosen certain facts about Muhammad's life above others Start to explain how a Muslim might feel about different events Additional Islam Link Link the story of the Prophet Muhammad to the celebrations of Ramadan and Eid Ul Fitr	6-7 Christianity Spring 2: How important is it to Christians that Jesus came back to life after his crucifixion? (Additional: Judaism*) Explain what I believe happens to you when you die Recall what Christians believe happened on or after Easter Sunday Start to explain the Christian belief in the resurrection of Jesus and why this might be so important to them Suggest what I think happened to Jesus after the tomb was found empty Start to explain what Christians might believe about the resurrection of Jesus, and give my own opinion, and to evaluate how important this might be to them Additional Judaism Recall significant stories, role models and celebrations from prior learning in Judaism	5-7 Islam Enquiry 1: Who is God to Muslims? (Additional: Christianity*) Say how I might show respect for other people Start to explain why the respect Allah is shown by Muslims is the same or different to how I show respect Describe some of the attributes (names) of Allah and what these might mean Explain how Muslims might show respect for these in their daily lives Start to explain the impact of this on the life of a Muslim today Additional Christianity Recall important beliefs, values and practices from prior learning in Christianity	5-7 Sanatana Dharma Enquiry 1: Who is God to Sanatanis? Talk about different parts of my personality Say some of the different roles I take in life Know the stories of Ganesha and Lakshmi Remember some Sanatani beliefs about Brahman Start to explain the different roles Brahman might have Say how a Sanatani's beliefs might impact their life Start to explain the actions a Sanatani might or might not take because of their beliefs

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Class 3 CYCLE A LAS	What does pilgrimage mean to individuals and communities? Compulsory: Christianity*, Judaism OR Islam, Hinduism		Which RW communities can we find in our neighbourhood? Compulsory: dependent on the religions in the locality. Choose enquiries related to local communities.		School Designed Unit	
Jigsaw	7-9 Islam Enquiry 2: Does completing a pilgrimage make a person a better Muslim? Consider a special journey I have taken or would like to take and explain the feelings it may cause Know the story of the Hijra describe important places and actions on the Hajj Start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God Consider if completing the Hajj makes a person a better Muslim and say why or why not	7-9 Sanatana Dharma Enquiry 1: Does visiting the Ganges make a person a better Sanatani? (Additional: Christianity*) Explain why water might be important to me Know a quote from the Puranas about The Ganges describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part Start to link Sanatani belief in Brahman to rituals performed at the river Explain the significance of the Ganges to Sanatanis and how carrying out a ritual there might make a person feel like a better Sanatani Additional Christianity Know an example of Christian pilgrimage Identify the similarities and differences between pilgrimages from different religions	7-9 Islam Enquiry 1: Does praying at regular intervals help Muslims in their everyday lives? Explain how commitment can be hard and can describe how it would feel to reach a goal Know the story of the Night Journey Describe the Muslim prayer routine and where they might choose to pray Starting to give reasons to explain why Muslims might pray in different places Explain how Muslims might be helped in their everyday lives by regular prayer	7-8 Christianity Spring 2: What is 'good' about Good Friday? Reflect on what I think might or might not be good about the story of Easter as a rescue Say what some of the symbols of Easter represent (cross/bread/wine) Say why Christians might see Jesus' death as important Reflect on the Easter story and explain what might be good about Good Friday to a Christian	7-9 Judaism Enquiry 3: How does celebrating Shavuot help Jewish children feel closer to God? Talk about my celebrations Reflect on celebrations and say why they are special Know the Sheema Prayer recall the Ten Commandments Recall the main story of Shavuot and talk about some of the key beliefs and practices Reflect on the Shavuot festival and explain how a child may feel when they take part in Shavuot activities Explain how some aspects of Shavuot may help a Jewish child feel closer to God	7-9 Humanism Enquiry 1: What motivates Humanists to lead good lives? Describe a time when I made somebody happy Explain some actions a Humanist might take to lead a good life Name a Humanist symbol Explain some things that Humanists might believe Explain how Humanists might act in their daily lives

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Class 3 CYCLE B LAS	How do people welcome new life into the world? How do people show their commitment to a religion? Compulsory: Christianity, Judaism OR Islam, Hinduism* OR Sikhi Other RWs should be covered as and when appropriate, e.g. Humanist, Pagan ceremonies*		How do people celebrate marriage? Compulsory: Christianity, Judaism OR Islam, Hinduism* OR Sikhi Other RWs should be covered as and when appropriate, e.g. Humanist, Pagan ceremonies*		What do people believe about the afterlife? How is this expressed in the funeral practices? Compulsory: Christianity*, Judaism OR Islam, Hinduism OR Sikhi Other RWs should be covered as and when appropriate, e.g. Humanist, Pagan ceremonies*	
Jigsaw	8-9 Christianity Summer 2: Do people need to go to church to show they are Christians? (Baptism, Holy Communion) (Additional: Sanatana Dharma*) Discuss my special place, tell you why it is special and how I feel when I am there Start to reflect on a range of special places Describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion Understand why a Church may have an impact on a Christian Start to say why the church may or may not be important to Christians Additional Sanatana Dharma Identify elements of a Sanatani ceremony in early life Identify similarities and differences with Christian Baptism	9-12 Judaism Enquiry 2: What is the best way for a Jew to show commitment to God? (Bar and Bat Mitzvah) (Additional: Humanism*) Express why showing commitment to something may be a good thing Show an understanding of why people show commitment in different ways Describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others Explain why I think some ways of showing commitment to God might be better than others for Jews Start to explain that individuals choose to show different degrees of commitment to their religion	10-11 Christianity Spring 1: Is anything every eternal? (Additional: Adapting Christianity, Sanatana Dharma and Humanism) Explain my own beliefs about whether anything is ever eternal Make links between different Christian beliefs and their views on whether anything is ever eternal Explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives Additional Sanatana Dharma Identify elements of a Sanatani marriage ceremony Identify similarities and difference with Christian marriage Additional Humanism Identify elements of a Humanist marriage ceremony Identify similarities and difference with other marriage ceremonies	7-9 Judaism Enquiry 1: What is the best way for a Jew to lead a good life? Give examples of things I do to live a good life and explain which ones are more or less important to me Know the story of Abraham and Isaac Describe some of the ways that Jews choose to live a good life and consider that they do this in different ways Start to choose and evaluate actions a Jew might take to lead a good life Express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons	7-9 Islam Enquiry 3: What is the best way for a Muslim to lead a good life? (Additional: Including Islamic funeral practices and Humanism*) Explain what living a good life means to me Consider the different actions a Muslim might take to lead a good life Explain the best ways I think a Muslim could lead a good life Start to explain why I think some actions lead to a better life than others Additional Christianity Recall prior learning on Christian beliefs about eternal life. Identify similarities and differences with Sanatani beliefs.	7-9 Sanatana Dharma Enquiry 3: What is the best way for a Sanatani to lead a good life? (Additional: Including Sanatani funeral practices and Christianity*) Explain different ways I could lead a good life Know Chapter 2 Verse 22 from the Bhagavad Gita Say how a Sanatani might lead a good life Explain why I think some actions might be a better way than others for a Sanatani to lead a good life Start to explain why I think some actions lead to a better life than others Additional Humanism Identify Humanist beliefs about life after Identify similarities and differences with other beliefs and practices.

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Class 4 CYCLE A LAS	What do people do to express their beliefs through worship and caring for others? What do people believe about caring for the world and others? Compulsory: Christianity, Islam* OR Judaism, Buddhism OR Hinduism OR Sikhi (Choose one), Non-religious perspectives*	What do we mean by religious and spiritual experiences? Compulsory: Christianity, Islam OR Judaism, Buddhism OR Hinduism OR Sikhi (Choose one), Non-religious perspectives	School Designed Unit			
Jigsaw	5-7 Sikhi Blended: How do Sikhs express their beliefs through worship and caring for others? (E1 P1 - E1 P2 - E2 P3 - E2 P4 - E3 P2 - E3 P3 and/or E1 P6) Talk about what I believe in or what is important to me Know the Story of Guru Nanak Talk about the Sikh Gurus and share some of their beliefs Remember some parts of the story of Baisakhi and say how the Khalsa was formed Start to explain some actions Sikhs might take because of their beliefs Reflect on Guru teachings and say why these teachings may still be important to Sikhs today Start to explain why parts of the Baisakhi festival are important	9-10 Christianity Summer 2: What is the best way for a Christian to show commitment to God? (Additional: Islam and Humanism*) Show an understanding of why people show commitment in different ways Start to explain why one way of showing commitment may not be better than another Recall key Christian verses Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others Explain why I think some ways of showing commitment to God might be better than others for Christians Start to explain that individuals choose to show different degrees of commitment to their religion and can relate this to	9-12 SD Enquiry 2: How can Brahman be everywhere and in everything? Explain how I see different aspects of myself in different roles and to different people Recall the Story of Ganesha Make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives Express my understanding of how Brahman can/cannot be in everything	7-8 Christianity Spring 1: Could Jesus heal people? Did He perform miracles or was there some other explanation? (*includes non-religious perspectives on miracles) (Additional: Judaism*) Talk about some of the things in the world that people think of as miracles and whether there might be another explanation Retell a story about Jesus healing someone (e.g.: Jesus healing the Leper, Jesus healing the blind man or Jesus healing the paralysed man) Explain one Christian viewpoint about one of Jesus' healing miracles Say what I think might have happened in one of Jesus' healing miracles Say whether I think Jesus actually healed people or not Additional Judaism Recall the story of Moses and the miracles associated with Exodus.	9-12 Humanism Enquiry 1: How do inspirational people impact on how Humanists live today? Explain something which has inspired me and how I live Start to discuss the impact of an inspirational person or experience on my life Explain what a Humanist might find as an inspiration and say why Explain how Humanists might act as a result of this inspiration	7-9 Sikhi Enquiry 3: What is the best way for a Sikh to lead a good life? Explain how committing to some things can help me lead a good life Start to choose and evaluate actions I take to lead a good life and explain my reasons Remember the story of Guru Nanak Describe how some Sikh actions and beliefs help them live a good life Start to choose and evaluate a number of different actions a Sikh might take to lead a good life Evaluate which ways may or may not help Sikhs to live a good life according to their beliefs Start to explain my reasoning about my evaluation, with respect to Sikhi

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		commitments I make in my life Additional Islam/Humanism: Recall elements of Muslim worship and care. (Salah (prayer), Sawm (fasting), Zakat (charity)) Identify similarities and differences between religious and non-religious actions to care for others				
Class 4 CYCLE B LAS	Big Questions: What do people believe? What is my religion or worldview? Compulsory: Christianity, a balance of other Abrahamic and Dharmic religions, Humanism					
	7-9 Buddhism Enquiry 1: Is it possible for everyone to be happy? (*May need to extend Piece 2 to include more exploration of Buddha's story using 5-7 Buddhism Enquiry 1) Say something that makes me happy Say how it felt to be happy Know some key parts of the Buddha's life and talk about them Start to talk about key points in Buddha's life which made him happy Express an opinion about making people happy and why it might be important Say what a Buddhist might think could make them happy	9-10 Christianity Autumn 2: Is the Christmas story true? Explain how "true" could mean different things to different people, and how stories can be "true" in different ways Describe what a Christian might learn from the Christmas story Start to explain the Christian belief that Jesus was the incarnation of God Express an opinion on whether the Christmas story is true and what this might mean to Christians	9-12 Islam Enquiry 1: What is the best way for a Muslim to show commitment to God? Name a commitment that is important to me and say why it is important Explain some of the ways that Muslims might show commitment to God Start to understand that some examples of commitment are more significant to some Muslims than others Say which I think is the best way for a Muslim to show commitment to God and say why	9-10 Christianity Spring 2: How significant is it for Christians to believe that God intended Jesus to die? Explain my own definitions of purpose and destiny Say how some events in Holy Week tell Christians about Jesus' purpose/ destiny Start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week Consider important questions about whether Jesus knew he was going to be crucified Start to express an opinion on whether Jesus' crucifixion was his destiny or purpose	9-12 Islam Enquiry 2: How is the Qur'an vital to Muslims today? Explain what I have learnt from a text and how I might care for things which are important to me Know the story of the Night of Power Explain facts about the treatment of the Qur'an and how it was revealed Start to explain why the Qur'an is shown respect by the actions Muslims take Explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today	7-9 Buddhism Enquiry 2: Can the Buddha's teachings make the world a better place? Explain why one of these Buddhist stories might be meaningful to me Know the story of The Buddha and the Angry Elephant Know the story of Kisa and the Mustard Seed Explain how the teachings of Buddha might impact on the life of a Buddhist today Explain how Buddha's teachings might make the world a better place