

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Year 1	<p>Special days - With a focus on Christianity , Sikhism, Islam</p> <p>Reflect on days and the passing of time. Knowledge of special days in religions. Reflection on the meaning of special religious days .Be able to reflect on the concept of ‘day’ – dawn to dusk, light and dark, day and night Demonstrate understanding of an empathy with the religious practice of marking parts of the day with prayer or worship Demonstrate understanding of and empathy with the religious practice of marking parts of the day with prayer or worship Know that religions have special days every week which are marked in a special way Know that some religions have special days which celebrate the birthday of special people Know and re-tell the story of at least one of these special people Know that festival days are celebrated by followers of religions Understand the value of special days and festival celebrations for members of faith communities Explain interpretations and meanings of key symbols associated with special days</p>		<p>Special places With a focus on Christianity , Sikhism, Islam</p> <p>Understand that they and other people have places and spaces which are special to them Identify places that are special to a large number of people Explain how they feel in a religious building Express their response to music, light, design etc Show respect for the building and the community Identify the key features of each of the buildings Know some of the key symbols Identify the key purposes of the building Use appropriate terminology Identify the differences and similarities between the two places of worship</p>		<p>Special people With a focus on Christianity , Sikhism, Islam Consider the idea of ‘special people.</p> <p>Know that some people are special to many. To know about religious leaders.</p> <p>Reflect on the meaning and significance of stories. Know the key event in the life of a religious leader which began their work Identify key beliefs about leaders Know that different people have different beliefs about some leaders Know the main activities of the leaders and their significance for their followers Know that religious leaders are portrayed in a variety of ways Express their responses to the portrayals Know that songs and poetry are used to express beliefs about religious leaders Know that representation of some religious leaders, eg the prophets of Islam, is unacceptable to some groups Be able to explain the ways in which religious people respond to their prophets, founders and leaders Be able to articulate their own beliefs</p>	

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Year 2	<p>Precious things With a focus Christianity, Islam, Judaism Objectives</p> <p>Explore their own experience of what is precious Develop an understanding of 'preciousness' in relation to two or more religions. Develop empathy towards others' beliefs and practices. Show respect to others' precious things Identify and talk about what is precious to them Know that some items are precious to some people Know the reasons why selected items are treated so carefully Know that precious things and beliefs and behaviour are linked Show respect through their behaviour and language towards religious items Identify similarities and differences in the ways people treat precious religious items</p>	<p>Myself With a focus Christianity, Islam, Judaism Objectives</p> <p>Know that names have special meanings Know that some children receive their name in a special ceremony and what such a ceremony might include Know that some people believe that God created human beings and loves everyone Reflect on what is special about me Know that we all have private thoughts and feelings Reflect on their sense of self Reflect on how this should affect our behaviour and attitudes to others Know the variety of groups to which they belong Know that religion and cultural heritage are important in people's lives Know that some stories are special to some children Know that in some children's homes there is evidence of religious practice Know that different families/communities have different food laws and customs Reflect on the values which they share with each other Show respect for difference</p>	<p>Our world With a focus Christianity, Islam, Judaism</p> <p>Be able to reflect on the beauty of the natural world Express their own responses to the natural world Know that there are threats to the environment and the survival of people and animals in some parts of the world Know that religious and secular organisations work to protect the world Know that religions have stories about the creation of the world Know what one or two religions teach about the natural world</p>

Year 3	<p>Beginnings With a focus on Christianity, Judaism , Buddhism</p> <p>Awareness of the sanctity of life.</p> <p>Knowledge and understanding of birth ceremonies. Knowledge and stories about birth of special people. Reflection on beginnings. Be able to reflect on the importance society gives to the birth of a baby Be able to reflect on their own unique nature and that of others Express thankfulness for the birth of a child Know and understand the key rituals and terminology associated with birth/naming ceremonies Identify and understand the significance of key symbols Know and explain the key commitments and beliefs which underpin the ceremonies Know where key rituals occur Be able to reflect on beginnings in their own lives Explain in simple terms why human beings have special rituals to mark these occasions</p>	<p>Places of worship With a focus on Christianity, Judaism , Buddhism</p> <p>Be able to reflect on being alone and belonging to a group Identify ways in which this can be applied to religious people Describe the benefits of belonging to a community or group Identify the responsibilities of belonging to a group Know that communities have a history which shapes a sense of belonging Know the design and structure of the inside of each building and its key features. Identify ways in which this can be applied to religious people Know the outside of the building Know the way in which worship takes place Know that religious buildings are designed to have special atmosphere to promote worship and reflection Understand the links between the building and the practices and beliefs Be able to reflect on the concept of worship and why people believe in God Be able to reflect on concept of prayer (or meditation)</p>	<p>Special books With a focus on Christianity, Judaism , Buddhism</p> <p>Know at least one story from two religious traditions Know why the story is remembered and why people still read it today Explain what they have learned from the stories Identify and comment on the stories' similarities and differences Know that the stories come from sacred scriptures Know how the scriptures are treated in places of worship Know how members of the faith use their holy books in worship Know how members of the faith use their holy books to guide their everyday lives Be able to identify and explain who and what guides their own lives and behaviour Summarise their own ideas on key guidance and teaching</p>

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		<p>Identify the key events which take place in the religious buildings</p> <p>Know the reasons why these key events occur</p> <p>Know how the special days are celebrated/observed</p>	
Year 4	<p>Right and wrong With a focus on Christianity, Hinduism, Islam</p> <p>Express their own values and moral stances</p> <p>Explain the origin of their ideas and opinions</p> <p>Know the key values which many worldviews share: love; forgiveness; fairness</p> <p>Know and understand key teachings in stories from at least two religions</p> <p>Know that key religious figures express these values in their lives and by example</p> <p>Know the key commandments or rules for living in two religions</p> <p>Apply religious teachings to their everyday experience</p> <p>Apply religious teachings to events in the world</p>	<p>Journey With a focus on Christianity, Hinduism, Islam</p> <p>Reflect on significant and memorable journeys.</p> <p>Pupils will know that journeys have an important place in religious traditions.</p> <p>The place of journeys in the lives of religious teachers.</p> <p>The meaning of the stories.</p> <p>Know what is meant by 'journey'</p> <p>Pupils consider their own journeys and ways in which they remember them</p> <p>Know some reasons why people go on journeys</p> <p>Identify possible religious destinations</p> <p>Know about one religious destination/place of pilgrimage</p> <p>Know the significance of what happens there</p> <p>Consider the benefits people gain from taking part in a religious or spiritual journey</p> <p>Pupils know and can retell stories from at least two religious traditions about journeys</p>	<p>Creation With a focus on Christianity, Hinduism, Islam</p> <p>Express personal opinions about the creation of the world</p> <p>Understand that many religions teach that God created the world</p> <p>Know that the Bible contains two versions of the creation story</p> <p>Know the key ideas in another religion about creation</p> <p>Know that there are alternative views about creation</p> <p>Be able to reflect on the Genesis Chapter 1 story</p> <p>Express their own responses to creation stories</p> <p>Be able to reflect on their own responses to the natural world</p> <p>Know that religions teach how the world should be used</p> <p>Know and understand the ways in which religions celebrate the natural world</p> <p>Know the work of organisations trying to protect the environment</p>

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		<p>Know the meaning and significance of the stories for the followers of those religions</p> <p>Pupils reflect on the stories and the events portrayed and draw their own conclusions from them</p> <p>Ability to apply the lessons learned</p>	<p>Know the work of aid organisations</p> <p>Articulate in simple terms their own responsibility for the environment</p>
Year 5	<p>Symbols and symbolism</p> <p>Focus on Christianity ,Buddhism , Sikhism</p> <p>Share a symbol of their own and tell it story/significance</p> <p>Be able to explain the reasons why particular symbols are important to adherents</p> <p>Be able to explain what they have learned from finding out about symbols</p> <p>Understand the meaning of ‘symbol’ and know that a symbol can have many layers of meaning/varieties of interpretation</p> <p>Explain and interpret the main visual symbols of religions chosen, using appropriate vocabulary</p> <p>Know that buildings, memorials, art, design, actions, sound etc are symbolic</p> <p>Identify the relevant questions to be asked and know how to find the answers</p> <p>Know the story/belief(s) which underpin the symbol</p>	<p>Special people</p> <p>Focus on Christianity ,Buddhism , Sikhism</p> <p>Know the key event in the life of a religious leader which began their work</p> <p>Identify key beliefs about leaders</p> <p>Know that different people have different beliefs about some leaders</p> <p>Know the main activities of the leaders and their significance for their followers</p> <p>Know that religious leaders are portrayed in a variety of ways</p> <p>Express their responses to the portrayals</p> <p>Know that songs and poetry are used to express beliefs about religious leaders</p> <p>Know that representation of some religious leaders, eg the prophets of Islam, is unacceptable to some groups</p>	<p>Sacred writing</p> <p>Focus on Christianity ,Buddhism , Sikhism</p> <p>Know that sacred writings should be treated with respect</p> <p>Demonstrate skills in finding sections of sacred books</p> <p>Understand the use of sacred writings in worship in at least two communities</p> <p>Understand how individuals use sacred writings in their daily lives</p> <p>Understand the influence of sacred writings on the life and behaviour of people</p> <p>Understand the concepts of ‘authority’ and ‘revelation’</p> <p>Know that some religions use translations of their scriptures in worship and that others do not and the reasons for this</p> <p>Know that sacred writings may be shared by different religions</p> <p>Be able to reflect on authority in their own lives</p>

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	<p>Understand how the symbol is used by the adherent</p> <p>Show empathy and respect for others' symbols</p> <p>Pupils to write a six line 'senses' poem about a symbol in which one line expresses each sense and the last expresses their feelings</p> <p>Understand the consequences of lack of respect for (religious) symbols</p> <p>Understand that some beliefs and concepts cannot be expressed easily</p> <p>Know that symbolic words and images are used to describe God</p>	<p>Be able to explain the ways in which religious people respond to their prophets, founders and leaders</p> <p>Be able to articulate their own beliefs</p>	<p>Be able to explain their experience of 'inspiration'</p> <p>Articulate their own understanding of 'revelation' and the effects of inspiration on people's lives</p>
Year 6	<p>Sacred places</p> <p>Focus on Christianity, Hinduism, Islam</p> <p>Know that a variety of religions and denominations can be found in a locality</p> <p>Classify religious buildings into groups</p> <p>Know the identifying features of two religious buildings</p> <p>Identify and explain the similarities and differences between them</p> <p>Know and understand the main events which take place there</p> <p>Understand that members of religious communities feel deep commitment to their faith</p>	<p>pilgrimages</p> <p>Focus on Christianity, Hinduism, Islam</p> <p>Understand that life can be viewed as a journey or pilgrimage</p> <p>Understand that many people see life as a spiritual pilgrimage</p> <p>Understand that going on pilgrimage is part of people's religious experience and commitment</p> <p>Be able to identify different places of pilgrimage</p> <p>Understand why certain sites have become places of pilgrimage</p> <p>Be able to identify and explain the focal point(s) of each place</p> <p>Understand the links between places of pilgrimage and sacred sculptures</p>	<p>Initiations reflections</p> <p>Focus on Christianity, Hinduism, Islam</p> <p>Identify their own responsibilities</p> <p>Be able to describe responsibilities in relation to age</p> <p>Be able to reflect on ages at which, in law, we can do certain things</p> <p>Identify events in their own lives when they took on responsibilities</p> <p>Understand the idea of 'religious responsibility' and commitment</p> <p>Know that some initiation ceremonies occur at particular ages and that others do not</p> <p>Know and understand the preparation undertaken by religious people before initiation</p>

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	<p>Understand that different communities have different leaders and accord them different status</p> <p>Understand that different leaders perform different roles within their communities</p> <p>Explain the purpose and effect of aspects of the building(s)</p> <p>Be able to reflect on the age and situation of the building(s)</p> <p>Show empathy for and understanding of the nature of belonging to a religious community</p> <p>Describe possible changes to religious buildings' design and function for the future</p>	<p>Be able to reflect on their own special places</p> <p>Be able to reflect on the varieties of places which become a pilgrimage destination, including secular sites</p> <p>Be able to reflect on why people go on pilgrimage</p> <p>Know that intention and preparation are essential elements in pilgrimage</p> <p>Know and understand the main symbols associated with the pilgrimage – clothing, actions, artefacts, music</p> <p>Know the key rituals which take place and be able to explain their significance</p> <p>Be able to describe memorabilia of their own pilgrimages and special places</p> <p>Be able to reflect on artefacts from religious pilgrimage</p>	<p>Know the main features of initiation ceremonies</p> <p>Know and understand the origin of the ceremony in history or scriptures</p> <p>Know where initiation ceremonies occur</p> <p>Understand the symbolic features of the ceremonies</p> <p>Understand the meaning of the ceremony for initiates</p> <p>Explain what religious commitment means and how it influences people's lives</p> <p>Be able to reflect on commitment in their own life</p>
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