



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: Where do we live and who lives there?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> To know about family structures and talk about who is part of their family. To identify similarities and differences between themselves and peers. <p>Links to Year 1:</p> <p>Big question: How and why do we care for others?</p> <p>Links to Year 4:</p> <p>Big question: Which faiths are shared in our country?</p> <p>Links to Year 7:</p> <ul style="list-style-type: none"> Symbols and identity in religion. 	<p>Big question: How do Christians celebrate Christmas?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> To talk about how Hindus celebrate Diwali. To talk about the Christmas Story and how it is celebrated. To know that people around the world have different religions. <p>Links to Year 1:</p> <p>Big question: How do we celebrate special events?</p> <p>Big question: What does it mean to belong to a church or mosque?</p> <p>Big question: Who brought messages about God and what did they say?</p> <p>Links to Year 3:</p> <p>Big question: What is Spirituality and how do people experience this?</p> <p>Links to Year 7:</p> <ul style="list-style-type: none"> Sikhism - celebrating Diwali Versaki. 	<p>Big question: What makes a good helper?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> To talk about Chinese New Year. To know about people who help us within the local community. <p>Links to Year 1:</p> <p>Big question: How can we make good choices?</p> <p>Big question: How and why do we care for others?</p> <p>Links to Year 2:</p> <p>Big question: How can we make good choices?</p> <p>Links to Year 5:</p> <p>Big question: What values are shown in codes for living?</p>	<p>Big question: What can we see in our wonderful world? Who and what are special to us?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> To know that Christians celebrate Easter. <p>Links to Year 1:</p> <p>Big question: How and why do we care for others?</p> <p>Links to Year 2:</p> <p>Big question: How can we look after the planet?</p> <p>Links to Year 3:</p> <p>Big question: Who can inspire us?</p>	<p>Big question: What makes me special?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Who is special to me? How do Christians remind themselves when God is at home? How do Muslims remind themselves when God is at home? <p>Links to Year 1:</p> <p>Which books and stories are special?</p> <p>Big question: How and why do we care for others?</p> <p>Links to Year 5:</p> <p>Big question: Why are some journey and places special?</p> <ul style="list-style-type: none"> Links to Year 7: Unit 1 Links to Year 8: Beliefs and world views. Links to Year 9: Living the religious life. 	<p>Big question: What is a special place?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Where do we live? Why are some places special to Christians and Muslim? Which groups do we belong to? <p>Links to Year 1:</p> <p>Big question: Which books and stories are special?</p> <p>Big question: What does it mean to belong to a church or mosque?</p> <p>Links to Year 2:</p> <p>Big question: How can we look after the planet?</p> <p>Links to Year 5:</p> <p>Big question: Why are some journey and places special?</p>	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Encourage children to share their feelings. Talk about how people celebrate birthdays. Identify names of children in their class and make friendships. Look at similarities, differences, patterns and change e.g. life cycles, seasons, new growth. Use appropriate words, e.g. 'field, wood, park, pond,' to make distinctions in their observations. Express opinions, thoughts and feelings on natural environments and consider those of others. Use words to express opinions, thoughts and feelings e.g. 'busy', 'quiet', 'pollution', 'peaceful' and 'beautiful'. Answer questions such as "How can we...?" or "What would happen if...?" in relation to caring for their environment.



CURRICULUM DEVELOPMENT

RE YEAR 1



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: Which books and stories are special?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Explain why special books might be treated in particular ways. • Explore a range of stories. • Respond sensitively with their own ideas about the meanings of special stories. <p>Links to Year 7:</p> <ul style="list-style-type: none"> • Abrahamic faiths, sources of authority. 	<p>Big question: How do we celebrate special events?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Explore a range of religious celebrations. • Respond sensitively with their own ideas about celebrations and the meanings behind them. <p>Links to Year 7:</p> <ul style="list-style-type: none"> • Religious events (Hanukah, Passover). <p>Links to Year 9:</p> <ul style="list-style-type: none"> • Overview of major world faiths: Islam and Christianity. 	<p>Big question: What does it mean to belong to a church or mosque?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Talk about places of worship and the objects and symbols they might see. • Notice what happens in special places or on special occasions and respond to questions about this. <p>Links to Year 8:</p> <ul style="list-style-type: none"> • How do beliefs and practices shape a person's world view? 	<p>Big question: How and why do we care for others?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Ask questions about stories and find some meanings. • Explore stories which might have an effect on the way people care for others. • Begin to express their ideas and opinions about caring for others and give some examples. <p>Links to Year 8:</p> <ul style="list-style-type: none"> • How faith impacts character. • Global issues and animal rights. 	<p>Big question: Who brought messages about God and what did they say?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Make links between the Old Testament stories and the way Christians behave. <p>Links to Year 7:</p> <ul style="list-style-type: none"> • Who was Jesus? <p>Links to Year 8:</p> <ul style="list-style-type: none"> • Global issues. 	<p>Big question: Who brought messages about God and what did they say?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Make links between the Old Testament stories and the way Christians behave. <p>Links to Year 7:</p> <ul style="list-style-type: none"> • Who was Jesus? <p>Links to Year 8:</p> <ul style="list-style-type: none"> • Global issues. 	<ul style="list-style-type: none"> • Talk about books which are special to them and books which are special to religious believers. • Notice how some books are special to religious believers and talk about how they are treated. • Talk about some religious stories. • Respond to questions about the meanings of stories. • Name some celebrations and talk about how these are celebrated. • Talk about their experiences and feelings connected to celebrations or customs. • Notice what happens and respond to questions about the meanings of religious celebrations. • Talk about places of worship and the objects and symbols they might see. • Notice what happens in special places or on special occasions and respond to questions about this. • Recall and talk about some religious stories. • Respond to questions about stories. • Respond with ideas about how to care for others. • Name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. • Retell and suggest meanings for stories about the birth of Jesus. • Talk about how Christians believe Jesus is special and call him the 'Son of God'.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How is new life welcomed?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Describe different ways people welcome new life and express their own ideas about customs and ceremonies. Suggest reasons for the different ceremonies. Explore some different beliefs Christians, Muslims and others have about welcoming new life. <p>Links to Year 7:</p> <ul style="list-style-type: none"> Rites of passage/ Bar Mitzvah. <p>Links to Year 9:</p> <ul style="list-style-type: none"> Living the religious life. 	<p>Big question: How can we make good choices?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Explore a range of stories relating to religious and non-religious rules, suggesting some meanings. Make links between their own values and religious values and rule.s <p>Links to Year 8:</p> <ul style="list-style-type: none"> Moral and ethical dilemmas. Attitudes to war and peace. Stewardship. <p>Links to Year 9:</p> <ul style="list-style-type: none"> Living the religious life. 	<p>Big question: How and why do people pray?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Explain why prayer is important for Christians and Muslims. Describe ways in which Christians and Muslims pray and talk in more detail about similarities and differences. Express their opinions in a variety of ways e.g. poetry, art. <p>Links to Year 8:</p> <ul style="list-style-type: none"> How do beliefs and practices shape a person's world view? Why is Shabbat holy? <p>Links to Year 9:</p> <ul style="list-style-type: none"> Living the religious life. 	<p>Big question: How can we look after the planet?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Ask questions and suggest answers to big questions about creation. Explore a range of stories and beliefs, sharing their ideas. Explore ideas about caring for the planet and suggest why they are important to religious and non-religious people. <p>Links to Year 8:</p> <ul style="list-style-type: none"> Stewardship. <p>Links to Year 9:</p> <ul style="list-style-type: none"> Charity. 	<p>Big question: What did Jesus teach and how did he live?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Find out and respond to the key events in the life of Jesus and the stories he told, suggesting meanings. Make links between their own ideas of a good life and how Christians are called to live a good life. 	<ul style="list-style-type: none"> Find out and talk about different ways of welcoming new life; name some artefacts. Recognise similarities and differences in welcoming ceremonies for new babies. Respond sensitively to the feelings and beliefs of Christians and Muslims. Ask and respond to questions about belongin. Re-tell stories about religious and non-religious rules, suggesting some meanings. Find out about and give examples of different religious rules. Begin to express ideas about what makes a good rule and why these are important in helping people to live together cooperatively. Find out how Christians and Muslims pray and name some artefacts relating to prayer. Recognise similarities and differences between how Christians and Muslims pray. Ask questions and respond to questions about prayer. Begin to express their own ideas about the meaning of prayer. Ask and respond to questions about the world and creation. Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings. Begin to express ideas about how to care for the planet Retell some of Jesus' parables. Express ideas and respond to questions about stories from the life and teachings of Jesus. Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor campaigning. Retell key events in the final days of Jesus' ministry and how these are remembered in Holy Week and Easter. 	



CURRICULUM DEVELOPMENT

RE YEAR 3



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How do Jews remember God's covenant with Abraham and Moses?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary. Respond with ideas about what inspires and influences them and make links with other beliefs. <p>Links to Year 7:</p> <ul style="list-style-type: none"> Beliefs and practices in Judaism. 		<p>Big question: What is Spirituality and how do people experience this?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Explore a wider range of beliefs expressed through various art forms. Consider how and why people express their spiritual side through the arts. Present their own beliefs and values by explaining a piece of expressive art they have created. <p>Links to Year 8:</p> <ul style="list-style-type: none"> How is identity expressed (inc. spirituality, Humanism). <p>Links to Year 9:</p> <ul style="list-style-type: none"> Living the Christian life. 	<p>Big question: What do Christians believe about a good life?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Explore a wider range of teachings and make links between them. Compare their own decisions and choices with the Christian view. <p>Links to Year 9:</p> <ul style="list-style-type: none"> Living the Christian life. 	<p>Big question: What do the creation stories tell us?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Reflect and make connections between different ideas in the stories. Compare some different stories. Respond with ideas of how the stories may be relevant today. <p>Links to Year 8:</p> <ul style="list-style-type: none"> Understanding world views. <p>Links to Year 10/11:</p> <ul style="list-style-type: none"> Creation stories. 	<p>Big question: Who can inspire us?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Find examples of leadership from other religious and non-religious leaders from the past to the present, discussing the similarities and differences. Give reasons why certain people become, or are chosen, as leaders. Explain how leaders / religious teachings inspire and influence people / believers. Understand the connections between the religious leaders mentioned and their Abrahamic roots. 	<ul style="list-style-type: none"> Re-tell some Jewish stories and consider their importance. Discover how Jews express their faith through rituals and actions. Express ideas about the rituals and practices which demonstrate belonging to a community. Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms. Express their beliefs and values through creating a piece of expressive art. Re-tell some well-known parables and teachings of Jesus and consider their meaning. Observe and consider how the Bible influences Christians in the way they live. Respond thoughtfully and express ideas about right and wrong. Re-tell a range of creation stories, making links between them. Express ideas about creation and suggest meanings for the stories. Express different views and ideas about helping to look after the world around them. Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. Explain how leaders teach through their personal qualities, actions and stories. Give examples of the ways in which communities follow their leaders.



CURRICULUM DEVELOPMENT

RE YEAR 4



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How are important events remembered?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Compare and contrast different religions (e.g: monotheistic, pantheistic, atheistic). • Compare and contrast the different places of worship, artefacts, holy texts and values of different religions and begin to develop understanding of what these differences mean in terms of the relative importance of different values (e.g: gender roles, heritage, prophecy vs history, family duty and commitment). <p>Links to Year 7:</p> <ul style="list-style-type: none"> • Religious events. • Three Noble Truths. 	<p>Big question: Which faiths are shared in our country?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Compare and contrast the different festivals and the meanings behind them • Respond with a range of ideas to explain how light can represent different things <p>Links to Year 8:</p> <ul style="list-style-type: none"> • How do beliefs and practices shape a person's world view? 	<p>Big question: How do the five pillars guide Muslims?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Research and interpret Muslim beliefs and practices, explaining these coherently and clearly • Investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations • Investigate and evaluate Islam in the modern world and the impacts this has on the lives of believers and that of nonbelievers <p>Links to Year 7:</p> <ul style="list-style-type: none"> • Islam and the 5 pillars. <p>Links to Year 9:</p> <ul style="list-style-type: none"> • Islam in the 21st Century. 		<p>Big question: Why are Gurus at the heart of Sikh belief and practice?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> • Give examples of Sikh beliefs and stories about their Gurus. • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib. • Explain and give reasons for Sikh values e.g. equality. 	<p>NO RE FOCUS</p>	<ul style="list-style-type: none"> • Name and give additional details about the six major world religions shared in the UK: Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism. (e.g: name the holy text, place of worship and religious leader) and also explain that atheism does not recognise a deity. • Recognise shared values between faiths (e.g: the Golden Rule, forbidding killing) and shared religious symbology and festivals (e.g: prayer beads and festivals of light). • Discuss how different faiths can work together to build awareness, foster tolerance and shared values in our communities. • Describe the different festivals, making links between them. • Explain and give reasons for the celebration of each festival. • Express ideas and opinions about what light represents. • Describe and explain key teachings of Islam and the different ways these are interpreted by believers. • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers. • Explain how the pilgrimage of Hajj can affect a Muslim's life. • Give examples of Sikh beliefs and stories about their Gurus. • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib. • Explain and give reasons for Sikh values e.g. equality.



CURRICULUM DEVELOPMENT

RE YEAR 5



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: Why are some journeys and places special?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Identify and explain features of some special places and journeys . Suggest reasons why special places and journeys inspire people. Investigate places of pilgrimage and reflect on the challenges involved in the journey. <p>Links to Year 9:</p> <ul style="list-style-type: none"> Pilgrimage. 	<p>Big question: Which values are shown in codes for living?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Make connections between morals and values found in religious teachings and everyday life. Identify and explain similarities and differences between Humanist, Muslim and Christian values. Investigate and apply ideas about values and how people choose to live their lives. Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty. <p>Links to Year 8:</p> <ul style="list-style-type: none"> Faith and character. Ethical dilemmas. 		<p>Big question: Should we forgive others?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Respond clearly with their own ideas about the importance of confession to Christians. <p>Links to Year 8:</p> <ul style="list-style-type: none"> Faith and character Ethical dilemmas <p>Links to Year 10:</p> <ul style="list-style-type: none"> Forgiveness in Christianity. 	<p>Big question: What do Christians believe about the old and new covenants?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> To know Christianity, Judaism and Islam are Abrahamic faiths. Consider some similarities and differences between these world faiths. Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. <p>Links to Year 8:</p> <ul style="list-style-type: none"> Understanding world views. 	<p>Big question: What do Christians believe about the old and new covenants?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. 	<ul style="list-style-type: none"> Identify and explain features of some special places and journeys. Suggest reasons why special places and journeys inspire people. Investigate places of pilgrimage and reflect on the challenges involved in the journey Make connections between morals and values found in religious teachings and everyday life. Identify and explain similarities and differences between Humanist, Muslim and Christian values. Investigate and apply ideas about values and how people choose to live their lives. Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty. Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Respond clearly with their own ideas about importance of confession to Christians. Describe how some modern individuals have faced the challenge of forgiveness. Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How do Sikhs show commitment?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Compare and contrast Sikh beliefs and ways of life with those of other faiths. Investigate and present ideas about the impact of Sikh beliefs and practices on individuals and communities. <p>Links to Year 7:</p> <ul style="list-style-type: none"> Sikhism. 	<p>Big question: What do Christians believe about Jesus' death and resurrection?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Compare and contrast Bible accounts of Jesus' death and resurrection. Explain a range of opinions and give reasons for why Jesus' death is seen as a sacrifice and as a way of forgiveness and salvation. Weigh up different points of view about how forgiveness and reconciliation are expressed. Give a considered response to how Christians celebrate festivals, including Ascension and Pentecost. <p>Links to Year 7:</p> <ul style="list-style-type: none"> Who was Jesus? <p>Links to Year 9:</p> <ul style="list-style-type: none"> Living the Christian life. 	<p>Big question: How does growing up bring responsibilities?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Evaluate different arguments about the rights and responsibilities of teenagers and the ages these should be applied. <p>Links to Year 7:</p> <ul style="list-style-type: none"> Rites of passage. <p>Links to Year 8:</p> <ul style="list-style-type: none"> Global issues. 		<p>Big question: How do Jews remember the kings and prophets in worship and life?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Describe and express ideas about festivals and how and why they are commemorated. Give a considered response to how Jewish people follow the commandments set out in the Torah. Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today. 		<ul style="list-style-type: none"> Summarise some features of Sikh practice in the home and in the community. Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them. Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community. Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels. Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today. Explain how festivals and seasons are celebrated, including Ascension and Pentecost. Describe and understand the rights and responsibilities that come with growing up. Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies. Reflect on their own beliefs, principles and values reasonably. Describe and express ideas about festivals and how and why they are commemorated. Give a considered response to how Jewish people follow the commandments set out in the Torah. Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.