

R.E. Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who made the World?	Why do we use candles to celebrate?	Why do we need rules?	Why do things change?	Why is it important to belong?	What are you good at?
Year 2	Who do people believe about God?	Why do Christians celebrate Christmas?	What makes a book special?	Why did Jesus tell stories?	What do we celebrate?	
Year 3	Ancient Egypt/Rivers/Hindu Story-Rama and Sita*	Cradles of civilisation/Mountain s/Hinduism Origins*	Cradles of civilisation/Mountain s/Hinduism Origins*	Indus Valley civilisation/Settlements+ cities/Living as a Hindu*	AncientGreece/Vo lcanoes/Judaism 2 Joseph-Moses*	Alexander the Great/Climate and Biomes/Judaism 3
Year 4	Who is the wisest person in the world?	How is Christmas celebrated across the world?	How should you worship God?	How can you speak to God?	Why do we need rules?	
Year 5	What makes a good leader?	What do religious books teach us?	Where should you pray?	What can art tell us about religion?	What are the 5 pillars of Islam?	What do people believe in Liverpool?
Year 6	Why is Diwali celebrated by both Hindus and Sikhs?	Should you always do what feels right?	Where should you get married?	Should you always forgive and forget?	Why can life be described as a journey?	What happened after someone dies?

*New topic, Humanities: A combination of Geography, History and RE. To be introduced in Year 3 first and then rolled out to other years.



Curriculum

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Foundation Stage	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.
Year 1	<u>The Christian Family</u>	<u>Celebrations</u> Focus on the Christmas story.	<u>The Family in Islam</u> How does being a Muslim make a difference to a family?	<u>What makes a place special?</u> What makes places special for Christians and Muslims?	<u>Books and stories</u> Special books to me. Nick Butterworth stories	<u>Questions about God</u> Link to Christianity and Islam
Year 2	<u>Harvest and Thanksgiving</u> Introduce other religions: Christian (harvest) Jewish (Sukkot) Hindu (Divali)	<u>Christmas</u> Why are presents given at Christmas time? Introduce advent and the meaning	<u>Books and stories</u> Islamic and Jewish stories, Drama opportunities	<u>Who is Jesus?</u> Easter Story (link to y5)	<u>Places of worship</u> Visit a mosque and church Build a church out of lego with features	<u>Special Times</u> Ramadam (fasting, visitor in) and Eid



Religious education

Purpose of study

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.



Aims

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.



Attainment target

By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should develop their knowledge and understanding of religions and worldviews¹¹, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.



Key stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.



Generic Resources

- <http://www.bbc.co.uk/religion/religions/>
- <http://www.reonline.org.uk/>
- <http://www.natre.org.uk/>
- <http://www.retoday.org.uk/>
- <http://www.shapworkingparty.org.uk/calendar.html>
- <https://www.tes.com/teaching-resources>
- <https://www.religiouseducationcouncil.org.uk/>
- <http://www.woolf.cam.ac.uk/>
- <https://interfaith.org.uk/>
- <https://www.twinkl.co.uk/>



Buddhism

- <http://www.bbc.co.uk/religion/religions/buddhism/>
- <http://www.thebuddhistsociety.org/>
- <http://kadampa.org/reference> (website with information on Kadampa Buddhism)

Christianity

- <http://www.bbc.co.uk/schools/religion/christianity/>
- <http://www.understandingchristianity.org.uk/>
- <https://www.christianaid.org.uk/schools>
- <https://cafod.org.uk/Education/Education-resources>
- <https://www.quaker.org.uk/children-and-young-people/teachers>
- <https://www.salvationarmy.org.uk/schools-and-colleges>
- <http://www.barnabasinchurches.org.uk/ideas/>

Hinduism

- <http://www.bbc.co.uk/religion/religions/hinduism/>



Humanism

- <https://humanism.org.uk/>
- <http://www.ugandahumanistschoolstrust.org/>

Islam

- <http://www.bbc.co.uk/religion/religions/islam/>
- <http://www.discoverislam.co.uk/>
- <http://www.1001inventions.com/> (link to a website that showcases famous Muslim inventions, scientists and inventors)

Judaism

- <http://www.bbc.co.uk/religion/religions/judaism/>
- <https://www.myjewishlearning.com/>
- <https://www.chabad.org/kids> (website with clips and games)
- <https://teachersportal.org.uk/schools/> (link to the teachers portal for the Jewish museum in London)

Sikhism

- <http://www.bbc.co.uk/religion/religions/sikhism/>
- <http://sikhcounciluk.org/>
- <http://www.sikheducationservice.co.uk>
- <https://www.basicsofsikhi.com/resources/>

