RE Overview 2019-20

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn 1Autumn 2 | Spring 1Spring 2 | Summer 1Summer 2 |
| Reception | Special People, Special Times | Special Places | Special Books, Special Objects  |
| Year 1Christianity | **Marvellous Me:****Faith Leaders & Churches** Who is the boss? What is a good leader? What do they do? Why do we have leaders?  Who is God and why is he like a special boss? Use a range of sources to ask questions and find out about God e.g. God the Father, a loving, caring God, the concept of Jesus being special to God- God the father and son (family)   Who is responsible for you and your actions? What makes your life happy and successful? What would happen if there were no leaders? (Link with learning gems: independence and resilience)  Features of a church (shape of the building/ artefacts?). What do people do in these buildings? What are the key objects for? Why is that there? What would happen if it wasn’t there?  | **Around the World:****God the Creator** What does the Bible say about looking after the world and nature?   How do we look after the planet? Is it important to look after the world?   Christian beliefs about the world The creation story/ caring for the world Concept of God as creator  Buddhist beliefs about the world  Looking at charities such as OXFAM/ CAFOD: Virtual Village Project- Sponsor a village (Charity/ fundraising opportunity/ learning about the village/ around the world)    How/Why do religious people look after the world?  | **From Gardens to Jungles:****Bible Stories with a Moral****Comparative: Indigenous Amazon stories**  Bible Stories-  Knowledge and Understanding of Religion  Learn and retell a range of Christian stories and discuss the meanings behind them.  Relate to own experiences and identify morals etc.   Create your own animal story with a moral.   Critical thinking- Are these stories real? / Compare with bible stories- what is the purpose of stories with a moral?     |
| Year 2Buddhism | **A Little Box of Memories:****Worship, Rituals & Festivals**How do different religions show that they belong? Compare:Holy Books; Baptism and Commitments; Worship/ Doctrine;Festivals and FoodExpressions of faithWas religion important to miners, doctors or explorers/ people in the past? | **Marvellous Medicine:****Caring for Others** How do you show care for others?Extraordinary people whose actions were influenced by religious beliefs: Martin Luther King, Mother Teresa, Corrie Ten Boom etc.How were they influenced by their religion?What does it say about caring for others in Christianity/ Buddhism- Compare and contrastAre only religious people caring? What are their motivations? Do you have to be religious to be good? | **A Secret Island:****Religious Stories****Comparative: Aboriginal & Maori Tales**Developing knowledge and understanding of other beliefs and viewsLook at and retell a range of simplified Aboriginal dream time stories and Maori Legends from NZ (e.g. How the Kangaroo got its tail/ Maui and the Sun)Sacred Spaces: Uluru (Ayers Rock)Compare and contrast: Are there any similarities with Christianity or Buddhism? What is different? What is the same?  |
| KS1 Objectives | Knowledge and Understanding of Religion- Children are able to **identify** some beliefs and features of religion.  \*Pupils can recognise and name features of religious life and practice. \*They can recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression.  Critical Thinking- In response to the religious material they learn about, children are able to express their views and give simple reasons to support these.  \*Pupils talk about what they find interesting or puzzling and what is of value and concern to themselves and others. Personal Reflection- In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.    |
| Year 3Hinduism | **Digging up the Past:** **Creation Stories**Where do you think the world came from?  Look at Christian/ Hindu creation stories and compare/ contrast.  Concepts of God- powerful, creator, ruler, provider  Why do people believe in creation stories? How does belief in a creator impact a religious person’s life e.g. being thankful, caring for the planet/ others, different forms of worship and faith | **Scrap Heap** **What do different religions say about what happens after life?**  What are Hindu beliefs about the afterlife? How does this impact how they live their lives? Create some rules for living a good life/ Look at The Greatest Commandments and religious rules in Hinduism  If we could remove our brains and place them in a robot, would we be able to live forever? Would we still be us? Would you want to live forever?  | **Africa** **Rituals & Practices in Hinduism****Comparative: Creation stories around the world** What is a story, myth or legend?  How is it different from a belief? Or faith? What is faith?  How were these allegories created?  What are the motivations in creating and telling creation stories? Compare back to Christian creation story. If God made the world do we have to believe in him?   What do you believe in?/ Respect and Tolerance for different views (British Values)     |
| Year 4Judaism | **Rampaging Romans:****The Gods** Ancient Roman Gods/ Comparison with Abrahamic religious concept of one god. Concept of God as powerful, an authority. Explore symbolism of God the father, God the potter, God the rock, shepherd, shield, burning bush etc. Why did they need so many Gods? Is it better to have one God or lots of Gods or no Gods?  What are the beliefs about God in Judaism?  Who or what is God?   | **Eco-Heroes:****What do Jewish people believe about the environment?**  What do different religions say about care for the planet/ environment?   Look at a range of religious sources and texts to identify and describe different beliefs on the environment.  How do these beliefs impact on religious people’s lives?   Festivals- Passover Food: remembering being led out of Egypt (‘saved/ surviving in the desert’) How does the food on the seder plate tell the story?  Sukkot: Is what we eat important? How could we help to save the planet?   Should religious people be doing more? Or should it be the scientists? Are religion and science compatible? | **Anglo-Saxons and Vikings:****Beliefs & Rituals (Expressions of Belief)****Comparative: Early Christianity** How have pagan beliefs influenced Christian religion, festivals and rituals etc.?   Introduction of Christian rituals- Holy Communion, Confirmation, Weddings and Burials – compare with Judaism What happens when people have conflicting beliefs? Who is right? How do some beliefs survive and some die out? What is happening to religion now? What will happen in the future?  What do you believe in? How strong are beliefs?  |
| Lower KS2 Objectives | Knowledge and Understanding of Religion- Children can **describe**some beliefs and features of religion.  \*Pupils describe some of the beliefs and features of religion, recognising similarities and differences. \*They make links between beliefs and sources, including religious stories and sacred texts.  \*They begin to identify the impact religion has on believers’ lives.   \*They describe some forms of religious expression.  Critical Thinking- In response to the religious material they learn about, pupils are able to express their views and support them using a **plausible reason or reasons.**They show some awareness of other people’s views. \*Pupils ask important questions about religion and beliefs.  Personal Reflection- In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. |
| Year 5Sikhism | **Superhumans:****The Gurus****Comparative: The Northern Saints** Why are people remembered? (The Northern Saints) Hild, Bede, Cuthbert, Aidan etc.    Sikh Gurus  How did the Northern Saints beliefs change our area? Superhuman journeys- Holy Island etc.    Look at form of religious expression in art- e.g. stained glass, illuminated manuscripts, statues of saints, art in the gurdwara etc. Suggest meanings and explain the symbolism    | **Gods and Monsters:****Religious Beliefs – Forgiveness & Compassion** Compare the concept of Gods and Monsters (The serpent in the Garden of Eden, not the devil) in Christianity and Sikhism.  Concepts of temptation and devoutness, forgiveness and compassion?  Look at a range of forms of religious expression in Sikhism and suggest meanings for why believers act/ dress/ express themselves in that way.  Concepts of heaven and free will. What does God do? Is he real? Concepts about goodness/ monsters/ evil/ sin and suffering in in Sikhism. What does it mean to be human? Is God in charge?  |  **Ancient Civilizations:****Cultural & Religious Practices/Tolerance** What is civilization? What does it mean to be civilized? What is the difference between cultural and religious practices? What do Tolerance and Respect really mean? Why do some religions collapse or survive? Why do opinions change? What is the point of religion?   |
| Year 6Islam | **War & Peace:****Should religious people go to war?**  | **Disasters:****Concepts of Islam****Are religious people more caring than others?**  | **London:****How has religious life changed over time?****Comparative: religious multiculturalism in modern London**    |
| Upper KS2 Objectives | Knowledge and Understanding of Religion- Pupils will demonstrate **understanding**of some of the beliefs and features of religion through RE concepts. * Pupils can make links between beliefs and features of a range of religions .
* They describe the impact of religions on people’s lives.
* They suggest meanings for a range of forms of religious expression.

 Critical Thinking- In response to the religious material they learn about, pupils can express their own view using **sound reasons.**Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).  Personal Reflection- In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences. |