

RE CURRICULUM OVERVIEW

Year Group	Autumn		Spring		Summer	
Nursery	Diwali Christmas Morals		Chinese New Year Shrove Tuesday Easter Morals		Morals	
Reception	Diwali Christmas Morals		Chinese New Year Shrove Tuesday Easter Morals		Morals	
KS1 When we are doing RE we will:	Enquiry into and investigation of the nature of religion – incl key beliefs and practices.	The impact of these on the lives of believers and communities and varying ways in which these are expressed.	Developing pupil's ability to communicate their knowledge and understanding using specialist vocabulary.	Identifying and developing an understanding of ultimate questions and ethical issues.	Reflection on and response to their own and others' experiences and their learning about religion.	Communication of own ideas, particularly in relation to questions of identity and belonging, meaning, purpose, truth, values and commitment.
Year 1	Christianity – The Lords' Prayer Christianity - The 10 Lepers Christianity – Talking about God Sikhism	How and why do Christians pray. Feely bag with artefacts to explore. What do Christians think about God? – link with St Thomas's. Objects and stories that are important	Discussion around meaning of words from The Prayer. Circle time discussions – possible answers to “Big Questions.” Introduction to The Trinity (<i>link to the school trinity of Ready, Respectful & Safe</i>) Role play of stories.	Is praying a powerful activity? Looking into “Big Questions” – understanding that some questions have no certain answers. Can we see everything? Are we good at sharing and being generous? - activity	Circle time discussions. What are your biggest questions? If you could ask God just one questions what would it be? Circle time – reflection at the end of the unit. Visit the Gurdwara and langar.	Write their own prayer. Creation of a “Why?” book to contain children's own big questions. Discovering children's own ideas about God. What do Sikhs value vs what do you value.

Year 2	<p>Christianity – Sikhism – Islam. Overview of symbols and places of worship.</p> <p>Christianity – The Good Samaritan. The Easter Story. Sikh – The story of Guru Nanak. Islam – The Prophet and the ant. The crying camel.</p> <p>Comparison of similarities and differences in the class. What are they proud of? How do they all fit into the community.</p>	<p>Overview of symbols and Holy Books for each religion.</p> <p>Looking at the morals behind these stories and why they are important.</p>	<p>Comparing the 3 places of worship – discussion around what they can see.</p> <p>Children encouraged to sequence and retell the stories.</p>	<p>What does religion teach us? What are the similarities and differences?</p> <p>What were the stories trying to teach us? What is important to them from the stories?</p>	Circle time discussions.	Circle time discussions.
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KS2 When we are doing Art we will:	Enquiry into and investigation of the nature of religion – incl key beliefs and practices.	The impact of these on the lives of believers and communities and varying ways in which these are expressed.	Developing pupil's ability to communicate their knowledge and understanding using specialist vocabulary.	Identifying and developing an understanding of ultimate questions and ethical issues.	Reflection on and response to their own and others' experiences and their learning about religion.	Communication of own ideas, particularly in relation to questions of identity and belonging, meaning, purpose, truth, values and commitment.
Year 3	<p>Christianity – exploring ideas about God, incl Trinity.</p> <p>Sikhism + Hinduism – who is inspiring? Who are the Sikhs? Who are the Hindus?</p> <p>Hinduism – What is it like to be a Hindu? What can we learn from a Hindu artefact?</p>	<p>Consider what Christians think about God. Explore what prayer is and how Christians pray.</p> <p>Choose a key leader – Sikh Granthi, link to Gurdwara. Review the impact on following a leader with Sikhs following Guru Nanak. Review why Mahatma Gandhi and Pandurang Shastri Athavale are inspiring to Hindu's.</p> <p>Discussion and investigation into what Hindu's say that God is like.</p>	<p>Use vocabulary to express their ideas of the character of God.</p> <p>Compare and contrast Sikh and Hindu leaders.</p> <p>Retell/roleplay the story of Rama and Sita for Diwali.</p>	<p>Consider children's individual ideas, descriptions and beliefs about God.</p> <p>What do stories of Guru Nanak teach us? Can anyone learn from the Guru?</p> <p>Investigate sacred spaces in the home and in the Mandir.</p>	<p>Who do the children feel is inspiring?</p>	<p>Express in pictures or words what they think God will look like.</p> <p>Retell the story of Guru Nanak – create a book for younger children.</p> <p>Discussion and reflection about the symbolism of light.</p>

	What do we celebrate and why? – Festivals.	How and Why do: -Muslims celebrate Eid- Ul-Fitr. -Sikhs celebrate Guru Nanak's birthday - Sikhs celebrate Vaisakhi Christians celebrate Easter	Children compare celebrations between religions.		Children share their own celebrations.	Discussion and reflection comparing religions.
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Year 4	Judaism – What is it like to be Jewish? Where, how and why do Jews worship?	Learning about the Torah and why it is treated with such respect.	Introduction to Moses as a key person – children can retell some stories.	Learning about Shabbat and why it is a special time for Jews.	Learning about Pesach and explaining it's importance.	
	Islam – Why does the Prophet matter to Muslims? What do stories of the Prophet teach Muslims?	Discussion about how following the Prophet makes a difference to Muslim lives today.	Why are some books special? Signs of respect for the Qur'an.	Retell stories from the Qur'an – role play them.	Discussion about if the Prophet is still important to Muslims today.	Discussion about what makes a good leader.
	Christianity – Why do some people think Jesus is inspirational?	How and why Holy Week and Easter are celebrated. Is Jesus still important today? – invite in someone from St Thomas's?	Who did Jesus say he was – discussion about symbols Jesus used to represent himself and why.	Introduction to miracles – is Jesus inspiring because of his miracles? – hot seat activity.	Create a piece of art work to represent Jesus – compare various pictures of him – look at similarities and differences.	Discussion - Who or what is an inspiring person? What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? – discuss. Artwork – stained glass window – what image of Jesus would they portray for 21 st Century?
	Islam – Keeping the 5 Pillars.	Introduction to the 5 Pillars of Islam. Pillar 3 – Charity. Research into the ways in which Muslims help and care for the worldwide Muslim community. Pillar 5 – Pilgrimage to Makkah – discussion.	Pillar 4 – Fasting. Research into Ramadan and Eid-ul-Fitr, pupils share their knowledge with their peers.		Pillar 2 – The significance of prayer – discussion and sorting activity. Reflection on similar commitments children have in their own lives – self-reflection and discussion.	Pillar 1 – Declaration of Faith. Reflection and sorting activity.

Year 5	Christian – Sikh – Jewish – Hindu Rites of passage and the importance of prayer.	Studying various rites of passage, compiling newspaper reports.	Retell the story of Joseph from the Bible – discuss characters and what the story moral is. Looking into the meaning of a name. Report on the significance of the 5K's in Sikhism. Comparing Christian and Hindu wedding ceremonies and sharing as a presentation.	Comprehension activity on a Bar-Mitzvah and Bat-Mitzvah.		
	Sacred Places and Pilgrimages.	Report writing about Jewish pilgrimage to the Wailing Wall. Research about Hindu worship at the Mandir. Report writing about the importance of the Gurdwara for Sikhs. St Thomas's church visit.	Investigate the Golden Temple of Amritsar. Report writing about the features of a church and how Christians worship.			Report writing about why it is better to visit somewhere then to watch it on TV. Create a poster demonstrating the importance of The Gangees to Hindu's. Storyboard of the Easter story.
	Religion in the local community.	Investigating religious communities in Wednesfield To investigate and compare places of worship in Wednesfield.		To have an awareness of other religions in the community. Reviewing statistics for different religions in Wednesfield - give reasons for their thinking.	Report writing on infant baptism, Sikh naming ceremony, adult confirmation. To understand what respect means, linked to their own behaviour + religious differences.	To develop and explore the idea of community harmony.

Year 6	Christian – Islam. What can we learn from religion about temptation?	How do religious people (Christians and Muslims) believe that you should react to temptation?	Reflection on what temptation is and how people try to resist temptation.	Discussion regarding reacting to temptations and the consequences of giving in to temptation.	Discussion about forgiveness.	Role play – dramatic temptations. Art activity – design a symbol to “reject evil.”
	Christian Aid/Islamic relief	Role play what children have learned about the two charities. Discuss if it will make a difference to them.	Children express their ideas about unfairness in the world through a piece of artwork.	Research into Islamic Relief, it’s roles and the teachings of the Qur’an. Research into Christian Aid.	Discussion – Will I make a positive difference to the world in my lifetime?	Evaluate how the two charities use the internet.
	Values – what matters most? Christians and Humanists.	Review Christians codes for living.	Role play – what can we learn about good & bad, right & wrong?	Explore the values the matter to children as individuals. Exploring a shared value – peace.	Discussion about if rules matter? Think about the idea of a code for living. Discussion – codes for living that non-religious people use.	Create a code for living.