



Religious Education (R.E.) - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery			<u>Understanding The World:</u> People, Culture and Communities <ul style="list-style-type: none"> Show interest in different occupations Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 					
Reception	Celebrate Diwali Hindu Christmas Christians Jesus Easter Shrove Tuesday		<u>Understanding the World:</u> People, Culture and Communities <ul style="list-style-type: none"> Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Past and Present <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past 				<u>Understanding the World (ELG):</u> People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities & differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities & differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps Past and Present (ELG) <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities & differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling 	

Year 1	<p>Ceremony Life cycle Caring Community Believer Faith Relationship</p>	Jesus Christ	<p><u>Belonging</u> Does God want Christians to look after the world? -To find out about ceremonies in which special moments in the life cycle are marked. -To find out about ceremonies in which special moments in the life cycle are marked - To identify and describe ceremonies which are special to faith communities and suggest why they are important to believers. - To link faith stories with beliefs, ceremonies and actions. - To identify special ceremonies from their own experience and explore their own related feelings as well as those of others.</p>	<p><u>Celebrations</u> What gift would I have given to Jesus if he had been born in my town, not Bethlehem? -To explore the preparations for and find out about the celebration of festivals. -To identify religious celebrations, talk about the way members of faith communities might prepare for them and suggest what and why believers celebrate. -To be able to talk about celebrations they have taken part in, explain how they prepared for these celebrations and say why the celebration might be important to them.</p>	<p><u>Caring</u> Was it always easy for Jesus to show friendship? - To identify ways in which faith communities respond to need and link this with their beliefs. - To identify the teachings of faith communities about caring for others and suggest how this might impact on behaviour. - To identify who cares for them and who they care for and explain how and why people show they care in different ways.</p>	<p><u>Families</u> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? -To outline why the Christian church is like a family and explain how their family is made up. - To say why believers might turn to God for support. They also articulate the support a family can give in general. - To make links between the support God gave and the action taken by the believer.</p>	<p><u>Answers</u> What is important to Christian people? -To engage with stories and extracts from religious literature and talk about their meanings. -To identify stories from faith communities that have meanings for believers and link these to possible action. - To share ideas about the meaning of stories from faith communities and to suggest why these might be important to believers. -To identify and share stories which convey a meaning for them and to suggest what they might learn from the story or stories.</p>	<p><u>Worship</u> Why is it important to worship God as a community of believers? -To find out about how and when people worship and ask questions about why this is important to believers. -To identify when and where members of faith communities might meet together for worship and suggest reasons why it might be important to them. -To identify aspects of worship which have meaning for believers and say why these help to give believers a sense of belonging to a community. -To draw on their own experience to identify opportunities to meet with others that are important to them, to say why</p>
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Year 2	Religion Tradition Attitude Faith Belief Symbol Expression Significance Community Symbolically	Mother Teresa	<u>Worship and Ceremonies</u> Does praying at regular intervals everyday help a Muslim in his/her everyday life? - To identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers. - To link actions, gestures and rituals to faith stories and beliefs. - To identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them.	<u>Valuing New Life</u> What did Jesus teach? - To engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression. - To identify stories symbols, and other visual forms of expression of significance to faith communities and describe how they are used. - To link stories, symbols and other visual forms of expression to faith communities making clear links with important beliefs. - To identify what they value and show how they might express this symbolically.	<u>Caring for the Natural World</u> Why did God give Jesus to the world? - To explore stories from religious traditions and find out about attitudes to the natural world. - To link faith stories about the natural world with beliefs, attitudes and action. - To identify important teachings from faith stories and demonstrate how these might impact on the lives of believers. - To identify personal responses to the natural world showing how ideas about right and wrong	<u>Belonging to a Group</u> Does going to the Mosque give Muslims a sense of belonging? - To identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives. - To describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices. - To identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities. - To identify traditions that are important to them and explain what this says about their identity and values	<u>Storytelling through Sacred Writing</u> Why do religious people tell stories that have a meaning? - To explore a range of stories and extracts from sacred writings and talk about meaning they have for believers. - To recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live. - To identify the important ideas from these stories and suggest what impact they might have on the life of a believer. - To identify important ideas from stories with meaning and explain how	<u>Showing Kindness and Goodness</u> Who do believers think are good? - To reflect and respond to stories highlighting the morals and values of believers in practice - Sikhism. - To identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community - To identify important examples from faith stories and link these to the way believers might behave - To identify people they believe to be good examples and suggest how these people might influence their own

					can influence behaviour.		different people might respond.	attitudes and behaviour.
Year 3	Faith Forgiveness Sin Commitment Belonging Belief Values Meaning Moral Understanding Spiritual Communities Festivals Celebrations Obedience Commandment Prayer Wisdom Sacrifice Sacred Holy Followers	Jesus Christ Buddha	<u>Exploring Living by Rules</u> What rules can be found in sacred writings? -To explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - To identify rules found in sacred writings and show how these influence the behaviour of believers. - To show how these rules influence the behaviour of believers, individuals and communities -To identify rules that are important to them and make the link between personal values, rules and behaviour. =	<u>Religion in the Home</u> What makes a home distinctive of a particular faith community? -To compare and contrast the practice of religion in the home in different religious communities. - To identify characteristics of believers' homes and link this with belief and practice. - To identify important beliefs evident in a believers' home and explain why it might be important to carry on these traditions. - To identify attitudes and values that might influence their homes and suggest how they might demonstrate their own values at home.	<u>Symbols of Worship</u> Why are symbols, actions, and gestures important in worship for many different religious communities? -To compare and contrast the use of symbols, actions and gestures used in worship by different communities. -To identify the use of symbols, actions and gestures in worship and explain how these might give believers a sense of identity and belonging. -To explain what beliefs are expressed through symbols, action and gestures, comparing and contrasting the ways in which they are used by	<u>Sharing Special Food</u> Why it might be important for these faith communities to eat together? -To investigate some features of key religious festivals and celebrations and identify similarities and differences. -To describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices. -To identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities. -To identify traditions that are important to them and explain what this says about their identity and values.	<u>The Beginning of the World</u> Who made the world? -To explore the meaning of a wide range of stories about the beginning of the world and reflect upon their importance for believers. -To identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today. -To identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision -To link ideas about the beginning of the world with attitudes and	<u>Religious Leaders</u> What sets some people apart from the crowd and makes them leaders? What turns someone into a religious leader? -To explore the life of key religious figures and make links with teachings and practices of special significance to followers. -To identify what sets a religious leader apart and explain the importance of leaders for individuals and communities today. -To make the link between the teachings and practices of religious leaders and their relevance for individuals and communities today.



					different communities. -To identify examples from their own experience and suggest how using symbols, actions and gestures might be used by themselves and others to express what is of value.		values and show the impact that this might have on individuals and communities.	-To identify possible personal role models, explain the criteria for their choice and say what impact this might have on their own life.
Year 4	Worship Ceremony Special Life-cycle Death Birth Joining Behaviour Sacred Symbol	Guru Nanak Judaism Christianity	<u>Explore Religious Environment:</u> <u>Harvest</u> How special is the relationship Jews have with God? - To explore religious stories and teachings about the environment and identify their impact on behaviour. - To link stories, beliefs and practices and explain their impact on believers and communities. - To explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment/ natural world. - To link their own values and actions and consider the consequences of	<u>Landmarks in Life</u> What is the most significant part of the nativity story for Christians today? - To investigate the importance for believers of ceremonies in which the lifecycle are marked, - To identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life. - To link symbolic aspects of ceremonies to beliefs and teachings and explain why the	<u>Study of Chosen Religion</u> How important is it for Sikh people to do what God asks them to do? -To research some key events in the development of a religious tradition and explain the impact on believers today. -To identify some of the main features of a chosen religious lifestyle. -To explain the meaning of key actions and symbols to a follower in the chosen religious. -To talk about things in their lifestyle which are	<u>Lent</u> Is forgiveness always possible? -To engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives. -To identify important beliefs and values of faith communities and explain the impact of these on the behaviour of believers. -To ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives. -To share ideas about right and wrong and talk about the challenge of their own commitments.	<u>Thinking about God</u> What is the best way for a Hindu to show commitment to God? -To identify some of the ways in which religions name and describe attributes of God and make links with belief and practice. -To identify names and attributes used to describe God, link these with beliefs and explain how this might be different within and between faiths. -To make links between belief about God, the practices of believers and the	<u>Features and Patterns of Worship</u> Do people need to go to church to show they are Christians? -To identify the main features and patterns of an act of worship and talk about the importance of worship for believers. -To identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths. -To identify symbolic actions that are part of worship and show how these might

			<p>their actions for the environment/natural world.</p>	<p>ceremony might be important to those taking part</p> <ul style="list-style-type: none"> - To share ideas and experiences of ceremonies important to them and suggest what these might say about their personal beliefs and values. 	<p>important to them and which they would like to pass on as a tradition to others.</p>		<p>choices they make in life.</p> <ul style="list-style-type: none"> -To identify the names and attributes they would want for themselves and to show how they might live up to this reputation. 	<p>strengthen the faith of a believer.</p> <ul style="list-style-type: none"> -To talk about their own experience of gatherings make the link between values, interests and commitments to groups.
Year 5	<p>Diversity</p> <p>Purpose</p> <p>Ethical</p> <p>Issues</p> <p>Expression</p> <p>Connection</p> <p>Practices</p> <p>Differences</p> <p>Similarities</p> <p>Symbols</p> <p>Traditions</p> <p>Events</p> <p>Impact</p> <p>Importance</p> <p>Hope</p> <p>Teachings</p> <p>Creation</p> <p>Gratitude</p>	Hindu Gods Ghandi	<p>Sacred Writings</p> <p>Why are religious writings important to religious people?</p> <ul style="list-style-type: none"> -To explore a variety of forms of literature found in sacred books and investigate a range of religious teachings. - To distinguish different types of religious literature and say why different sacred writings are important to faith communities. - To identify teachings and source material from a range of sacred writings and explain how these might be used within faith communities. - To identify literature relevant to them and to 	<p>Peace</p> <p>What is the intended meaning behind the symbolic use of a wide range of objects, sounds, visual images, actions and gestures for believers?</p> <ul style="list-style-type: none"> -To explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers. - To identify, compare and contrast a range of symbolism used in faith communities. - To identify beliefs expressed through the use of symbolism and 	<p>Religious Diversity:</p> <p>Happiness</p> <p>Is happiness the purpose of life?</p> <ul style="list-style-type: none"> -To explore the diversity of a range of religious traditions and identify and reflect on similarities and differences. -To explore the diversity of a range of religious traditions and identify and reflect on similarities and differences. -To consider a fundamental question of life learning from other people's thoughts as well as their own experience. 	<p>Easter Suffering and Hardship</p> <p>Why isn't life fair?</p> <ul style="list-style-type: none"> -To investigate and reflect upon a range of religious responses to suffering, hardship and death. -To identify responses to suffering, hardship and death from sacred writings and identify key religious beliefs. -To identify beliefs about suffering, hardship and death and suggest how these might support believers and faith communities. -To share examples of unfairness from their own experience and to suggest what might help them to cope with suffering, hardship and death. 	<p>Wise Words</p> <p>Do words guide us?</p> <ul style="list-style-type: none"> -To explore the origins of sacred writings and consider their importance for believers today. -To explain the origin and transmission of sacred writings and explain their importance for faith communities today. -To identify important teachings contained in sacred writings and show the impact they have on the lives of believers today. -To identify writings which have had an impact on society in general and link 	<p>Values and Beliefs</p> <p>Why are actions important?</p> <ul style="list-style-type: none"> -To investigate the life of a person who has been inspired by their faith and make links between belief and action. -To link beliefs, sources and behaviour and identify the consequences of actions in the life of a person inspired by their faith. -To explain the significance and impact of the actions of a person who has been inspired by their faith. -To talk about the way their own values affect their actions and to explore the consequences.



			<p>explain the impact this might have on their lives.</p>	<p>explain why it might be important to believers.</p> <ul style="list-style-type: none"> - To identify ways in which they might express their own values symbolically and consider the consequences of showing commitment in this way. 	<p>learn about the difference between material and spiritual values and recognise that people with different religious or non-religious perspectives may come to similar conclusions, considering specific ideas from Buddhism and Humanism.</p> <ul style="list-style-type: none"> -To explore the link between what we think or believe, how we act or behave and how happy we make ourselves and other people. 		<p>these with their own and others' values, choices and behaviour.</p>	
Year 6	<p>Compassion Victim Pagan Monotheism Polytheism Immortal Salvation Incarnation Reincarnation Prophet Liberation</p>	Mohammad Noah	<p>Commitment Is commitment important?</p> <ul style="list-style-type: none"> -To investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment. -To describe what happens at a ceremony associated with joining or belonging to a faith community and explain 	<p>Words of Wisdom What do wise words mean?</p> <ul style="list-style-type: none"> -To explore on the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions. - To make links between words, phrases and stories of importance to faith communities 	<p>Taking Part What does taking part mean to a believer?</p> <ul style="list-style-type: none"> -To find out about the activities of a local religious community and make links with key religious teachings. -To find out about the activities of a local religious community and make links with 	<p>Belief in Action How does what people believe affect what they do?</p> <ul style="list-style-type: none"> -To make links between beliefs and action and reflect on how this might have local, national and international impact. -To give examples of believers who acted on their faith and explain the impact of those actions. -To make the connection between 	<p>The Importance of Hope Does life have meaning?</p> <ul style="list-style-type: none"> -To raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings. -To identify puzzling questions and suggest what impact seeking 	<p>Justice - Rich and Poor How does God use ordinary people to do the unexpected?</p> <ul style="list-style-type: none"> -To investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life. -To show their understanding of the issues of justice, fairness



			<p>why people might choose to join.</p> <ul style="list-style-type: none"> - To explain the meaning of a joining ceremony for believers and explain the impact of commitment on their future lives. - To talk about personal values and commitments and the impact that these have on their own lives and the lives of people around them. 	<p>and say how these reflect the ideas of believers.</p> <ul style="list-style-type: none"> - To link words, phrases and stories with important beliefs and say what impact these might have on the lives of believers. - To use words, phrases and stories to explore their personal values and explain what influences them. 	<p>key religious teachings.</p> <ul style="list-style-type: none"> -To find out about the activities of a local religious community and make links with key religious teachings. -To identify ways in which religious teachings are reflected in the activities of a faith community and explain what this might mean for a believer. -To identify community activities from their own experience and link these with their own values and attitudes. 	<p>stories, beliefs and actions and explain the wider impact on believers and communities.</p> <ul style="list-style-type: none"> -To share ideas about their own values and commitments and show how their actions might have a wider impact. 	<p>answers and making choices might have.</p> <ul style="list-style-type: none"> -To identify questions of particular significance to faith communities and explain the impact on believers of answers found in the sources of faith traditions. -To identify their own puzzling questions and share ideas about the choices they make and the impact this might have on their lives. 	<p>and poverty that faith based charities address.</p> <ul style="list-style-type: none"> -To link belief about God and the impact of these beliefs on the way believers make sense of life and act. -To share experiences of ways people tackle life's challenges and how this might have helped them to make sense of life.
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