

RE Overview



-- This is not a statutory document, these are not legal requirements as in the national curriculum.

Nursery		Reception		Year One	
EYFS Objectives: Understanding of the World – People & Communities (22-36mths) In pretend play, imitates everyday actions and events from own family and cultural background e.g. making and drinking tea Learns that they have similarities and differences that connect them to and distinguish them from others (30-50mths) Remembers and talks about significant events in their own experience Recognises and describes special times or events for family of friends Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family		EYFS Objectives: (40-60+mths) Enjoys joining in with family customs and routines. ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions. Children talk about past and present events in their own lives and in the lives of family members		Curriculum Framework for Religious Education ** Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories exploring and discussing sacred writings and sources of wisdom and recognising the traditions they come from. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using words, music art and poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions.	
Key Knowledge/skills <ul style="list-style-type: none"> Has a sense of who is in their immediate family can imitate events from cultural background in their play has an understanding of what makes them the same or different from others able to talk about special or significant events that have happened in their family or with friends can retell a simple past event in correct order uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences		Key Knowledge/skills: <ul style="list-style-type: none"> Can recognise some of their own family customs e.g. what they do at Christmas/Easter Recognise that different families have different routines and customs Is aware of other customs that take place e.g. Easter Story Able to talk about different customs within their community 		Key Knowledge/skills: <ul style="list-style-type: none"> Remember the Christian creation story and talk about it. Remember the Christmas story. Remember a story about Jesus showing friendship and talk about it. Recall parts of the Easter story and recognise some symbols in the story. Use the right names for things that are special to Jewish people during Shabbat. Recognise some of the symbols used at Chanukah. 	
Key Vocabulary: Family, friends, special, birthday, presents, gift, Christmas, Easter, fireworks, bonfire	Topic/½ term: Christmas – not a specific topic, but we do touch on it towards the end of the term and will read a very simple Christmas Story to the children We may touch on Diwali but this would depend on the topic. We would talk about Bonfire Night but not from a religious perspective but from a festival one with a very simplified story of why we celebrate with fireworks.	Key Vocabulary: Jesus Gift Similar Different Community Traditions Past Present	Topic/½ term:	Key Vocabulary: Christian, Christianity, creation Environment, Respect, disrespect, Bethlehem, wise, friendship, believe, behave, Zacchaeus, Lazarus, Palm Sunday, preparation Special, pilgrimage, Jerusalem, welcome, Judaism, Shabbat, empathise, blessings, Chanukah, Dreidel, synagogue, belonging	Topic/½ term: Aut 1 – Christianity Aut 2 – Christianity Spring 1 –Christianity Spring 2 – Christianity Summer 1 - Judaism Summer 2 - Judaism
Year Two		Year Three		Year Four	

<p>Curriculum Framework for Religious Education **</p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions they come from.</p> <p>Recognise some different symbols and actions which express a communities way of life, appreciating similarities between communities.</p> <p>Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to similarities between different religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using words, music art and poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions .</p>		<p>Curriculum Framework for Religious Education **</p> <p>Describe and make connections between features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between religions and worldviews.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well0being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>		<p>Curriculum Framework for Religious Education **</p> <p>Describe and make connections between features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between religions and worldviews.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well0being of all, responding thoughtfully to ideas about community, values and respect.</p>	
<p>Key Knowledge/skills:</p> <ul style="list-style-type: none"> To re-tell Bible stories that show Jesus taught Christians to be kind to everyone. To reflect on the Christmas story and reasons for Jesus' birth. To understand how celebrating Passover & keeping Kashrut help Jews show God they value special relationship with him. Re-tell Easter story and understand what Jesus' resurrection means to Christians. To understand why Muslims visit the mosque and explore whether this gives them a sense of belonging. To learn how Jews show their commitment to God 		<p>Key Knowledge/skills:</p> <ul style="list-style-type: none"> To retell some things Hindus do during Diwali. Tell what the nativity story tells Christians about Jesus (given to the world) Retell a story about Jesus healing someone and talk about it. Recognise symbols relating to the last supper and Jesus' death and say what they represent. Remember a Hindu god and start to explain significance to Hindus. Recall facts about river Ganges and some of the things Hindus do there. 		<p>Key Knowledge/ skills:</p> <ul style="list-style-type: none"> To re-tell a Jewish story and say something Jewish people believe. To explain what some of the symbols in the Christmas story mean to Christians. Use the correct vocabulary and tell some of the things Jews can and can't eat if they keep Kosher. Recall a story about forgiveness and talk about it. Describe some ways a Jew shows commitment to God. Talk about some of the things that are important to Christians during worship and explain some symbolism. 	
<p>Key Vocabulary:</p> <p>Jesus, Christians, believe, Parable, paralysed, neighbour, resurrection, celebrate, ceremony, commandment, seder, worship, Prayer, Shabbat, commitment, Shema, Responsibility, Sabbath, Muslim, mosque, Hebrew, Bar Mitzvah, Mezuzah, synagogue</p>	<p>Topic/½ term:</p> <p>Aut 1 – Christianity</p> <p>Aut 2 – Christianity</p> <p>Spring 1 –Judaism</p> <p>Spring 2 – Christianity</p> <p>Summer 1 - Islam</p> <p>Summer 2 - Judaism</p>	<p>Key Vocabulary:</p> <p>Hinduism, Diwali, festival, triumph, celebrate, Lakshmi, prosperity, Rangoli, Diva, belonging, goals, Christmas, advent, Christians, Nativity, Miracle, paralysed, forgiveness, symbolism, Palm Sunday, Maundy Thursday, Good Friday, crucifix, communion, Heaven, disciples. Perspective, deity, Ganesha, Brahman, Vishnu, Shiva, Brahma, Tri-murti, wealth, creator, preserver, destroyer. Lotus, invisible, Ganges, Varanasi,</p>	<p>Topic/½ term:</p> <p>Aut 1 – Hinduism</p> <p>Aut 2 – Christianity</p> <p>Spring 1 –Christianity</p> <p>Spring 2 – Christianity</p> <p>Summer 1 - Hinduism</p> <p>Summer 2 - Hinduism</p>	<p>Key Vocabulary:</p> <p>Judaism, covenant, Abraham, descendants, relationship, Commandments, synagogue, Torah, Ner Tamid, Rabbi, Shema, Hebrew, Mezuzah, Nativity, symbolism, Christingle, Passover, Kashrut, exodus, Moses, Israelites, slavery, Seder, charoset, Matzo, Old Testament, Torah, forgiveness, commitment, Shabbat, synagogue, Bar Mitzvah, baptism, Holy Communion,</p>	<p>Topic/½ term:</p> <p>Aut 1 – Judaism</p> <p>Aut 2 – Christianity</p> <p>Spring 1 – Judaism</p> <p>Spring 2 – Christianity</p> <p>Summer 1 - Judaism</p> <p>Summer 2 - Christianity</p>