

Religious Education

Religious Education Whole School Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
KS1 Cycle 1	<p>Christianity</p> <p>Baptism / church</p> <p>Why is belonging to God and the church family important to Christians?</p>	<p>Judaism</p> <p>Mitzvot / tzedakah</p> <p>Why is learning to do good deeds so important to Jewish people?</p>	<p>Christianity</p> <p>Parables / gospel</p> <p>What did Jesus teach about God in his parables?</p>	<p>Christianity</p> <p>Prayer / worship</p> <p>Why do Christians pray to God and worship him?</p>	<p>Christianity</p> <p>Emmanuel / Holy Spirit</p> <p>How does celebrating Pentecost remind Christians that God is with them always?</p>	<p>Judaism</p> <p>Creation / blessings</p> <p>Why do Jewish families say so many prayers and blessings?</p>
KS1 Cycle 2	<p>Judaism</p> <p>Teshuvah/ G-D</p> <p>Why do Jewish families talk about repentance at New Year?</p>	<p>Christianity</p> <p>Saviour/ Jesus</p> <p>Why was Jesus given the name 'saviour'?</p>	<p>Islam</p> <p>Mercy / compassion</p> <p>How do some Muslims show Allah is compassionate and merciful?</p>	<p>Christianity</p> <p>Resurrection / joy</p> <p>What are the best symbols of Jesus' death & resurrection at Easter?</p>	<p>Christianity</p> <p>Disciple/ faith</p> <p>Why do Christians trust Jesus and follow him?</p>	<p>Judaism</p> <p>Torah/ rabbi</p> <p>Why is the Torah such a joy for the Jewish community?</p>

LKS2 Cycle 1	<p>Religion and the Individual</p> <p>What is expected of a believer following a religion and the impact of belief on peoples' lives.</p>			<p>Christianity</p> <p>Why is the cross more than a symbol of sacrifice?</p>	<p>Christianity</p> <p>What do Christians mean when they talk about the Kingdom of God?</p>	<p>Judaism</p> <p>What symbols and stories help Jewish people remember their covenant with God?</p>
	<p>Christianity</p> <p>How do Christians show that reconciliation with God and others is important?</p>	<p>Islam</p> <p>How does a Muslim show their submission and obedience to Allah?</p>	<p>Hinduism</p> <p>Why do Hindus want to collect good karma?</p>			
LKS2 Cycle 2	<p>Inspirational People</p> <p>Why some figures, e.g. founders, leaders and teachers, inspire religious believers.</p>			<p>Sikhism</p> <p>How does the teaching of the gurus move Sikhs from dark to light?</p>	<p>Christianity</p> <p>Why do Christians believe they are people on a mission?</p>	<p>Sikhism</p> <p>How do Sikhs put their beliefs about equality into practice?</p>
	<p>Christianity</p> <p>How does believing Jesus is their saviour inspire Christians to save and serve others?</p>	<p>Islam</p> <p>Why do Muslims call Muhammad the 'seal of the prophets'?</p>	<p>Hinduism</p> <p>How does the story of Rama and Sita inspire Hindus to follow their dharma?</p>			
UKS2 Cycle 1	<p>Teachings and Authority</p> <p>What sacred texts and other sources say about God, the world and human life.</p>			<p>Judaism</p> <p>What is holiness for Jewish people: a place, a time, an object or something else?</p>	<p>Christianity</p> <p>What is the great significance of the Eucharist for Christians?</p>	<p>Buddhism</p> <p>How did Buddha teach his followers to find enlightenment?</p>
	<p>Christianity</p> <p>Why is the gospel such good</p>	<p>Islam</p> <p>What does the Qur'an reveal</p>	<p>Hinduism</p> <p>What spiritual pathways to</p>			

	news for Christians?	about Allah and his guidance?	Moksha are written about in Hindu scriptures?			
UKS2 Cycle 2	<p align="center">Beliefs and Questions</p> <p align="center">What key beliefs people hold about God, the world and humans.</p>			<p align="center">Buddhism</p> <p>How does the Triple Refuge help Buddhists in their journey through life?</p>	<p align="center">Christianity</p> <p>Should believing in the resurrection change how Christians view life and death?</p>	<p align="center">Humanism</p> <p>Why do Humanists say happiness is the goal of life?</p>
	<p align="center">Christianity</p> <p>How do Christians show their belief that Jesus is God incarnate?</p>	<p align="center">Islam</p> <p>How does tawhid create a sense of belonging to the Muslim community?</p>	<p align="center">Hinduism</p> <p>How do questions about Brahman and atman influence the way a Hindu lives?</p>			

Handford Hall Primary School
Key Skills in RE

Thinking about religion, belief , practice and sources	Enquiring and investigating meaning	Reflecting, Evaluating and communicating meaning
<ul style="list-style-type: none"> Recognise and name various features of religions, symbols, beliefs and religious expression Recall features of religious, spiritual and moral stories and other forms of religious expression 	<ul style="list-style-type: none"> Communicate curiosity or wonder about aspects of life 	<ul style="list-style-type: none"> Express their own experiences, values and feelings. Identify what is important to themselves and others
<ul style="list-style-type: none"> Identify similarities in features of religions and beliefs using key words or phrases. Retell religious, spiritual and moral stories using key words 	<ul style="list-style-type: none"> Recognise that some questions about life are difficult to answer Identify a possible meaning of a feature of a religion or belief 	<ul style="list-style-type: none"> Ask and respond sensitively to questions about their own and others' experiences and feelings Make links between their own and others' values
<ul style="list-style-type: none"> Describe key features of religions, including forms of religious expression, using correct vocabulary Identify similarities and differences between religions and beliefs Make links between beliefs and sources, including stories and texts 	<ul style="list-style-type: none"> Suggest meanings for symbols and other forms of religious expression Define the difference between religious, spiritual and moral expression Communicate their own ideas, reflections and responses about to ultimate questions and ethical issues Identify ultimate questions and ethical issues, and begin to formulate their own enquiry questions about these 	<ul style="list-style-type: none"> Single out what influences and inspires them. Identify shared values, attitudes and beliefs Communicate meanings and responses in a variety of ways Suggest how beliefs and practices may affect people's lives
<ul style="list-style-type: none"> Describe the connections, similarities and differences between sources, beliefs, values and practices, <i>between</i> religions Identify some the differences in beliefs, values and practices, <i>within</i> religions 	<ul style="list-style-type: none"> Communicate their own and others' ideas, reflections and responses about to ultimate questions and ethical issues Identify sources and questions which could be used to help answer ultimate questions or responses to ethical issues Suggest meanings for a range of forms of expression 	<ul style="list-style-type: none"> Describe what inspires and influences them, expressing their own and others' views Apply their learning about religion and belief to their own and other people's lives e.g. in relation to religious identity and their own identity Describe the impact of beliefs and practices on individuals and communities
<ul style="list-style-type: none"> Describe in detail the identified differences in beliefs, values and practices, <i>within</i> religions Suggest reasons for diversity within religions Explain how religious sources are used to provide answers to ultimate questions and ethical issues 	<ul style="list-style-type: none"> Suggest lines of enquiry, including the use of sources, into how they and others respond to ultimate questions and ethical issues Express their own and others' views clearly, in relation to ultimate questions and ethical issues Explain how and why differences in beliefs are expressed in different ways 	<ul style="list-style-type: none"> Express their own views on the challenges of belonging to a religion or committing to a religion or belief Describe how sources of inspiration and influence make a difference to them and others. Analyse the impact of religion and beliefs on individuals and communities

Key Learning Intentions: Reception		Key Learning Intentions: Years 1 and 2		Key Learning Intentions: Years 3 and 4		Key Learning Intentions: Years 5 and 6	
EYFS children working towards Level 1	<p>I am beginning to recount significant parts of some religious stories.</p> <p>I am beginning to recognize, and sometimes name, things that are special in a religion.</p> <p>I am beginning to recognise pictures of religious stories or characters.</p> <p>I am beginning to talk about things that I do or that my family does.</p> <p>I am beginning to respond to 'I wonder' questions about stories or situations.</p> <p>I am beginning to say what is special to me or people around me.</p>	<p>I can use religious words and phrases to identify some features of religion and its importance for some people.</p> <p>I can describe simple similarities in between religious beliefs and ideas.</p> <p>I can retell religious stories and suggest possible meanings.</p> <p>I can recognise symbols and other verbal and visual forms of religious expression.</p> <p>I can suggest meanings for religious actions and symbols and notice similarities between religions.</p>	<p>I can use his/her developing religious vocabulary to describe some key features of religions, including religious celebrations and worship.</p> <p>I can recognise similarities and differences in the key features of religions.</p> <p>I can make links between religious stories and sacred texts.</p> <p>I can describe a range of beliefs, symbols and actions within different religions.</p> <p>I can suggest meanings for a range of forms of religious expression and note similarities and differences between religions.</p> <p>I can ask important questions about religion and beliefs, making links between his/her own and others" responses.</p> <p>I can identify the impact of religion on believers" everyday lives.</p> <p>I can explore similarities and differences in how religion is expressed in different world religions.</p> <p>I can make links between values and commitments, and his/her own attitudes and behaviour.</p> <p>I can respond to questions that cause wonder, staying respectful to others" beliefs and ideas.</p>	<p>I can use his/her increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.</p> <p>I can suggest possible reasons for similarities and differences within different religions.</p> <p>I can explain how religious stories and texts are used within different world religions.</p> <p>I can explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.</p> <p>I can recognise diversity in forms of religious, spiritual and moral expression, within and between religions.</p> <p>I can ask and suggest answers to important questions about religion and beliefs, making links between his/her own and others" responses.</p> <p>I can describe why people belong to religions.</p> <p>I can explain how religious sources are used to provide answers to ultimate questions and ethical issues.</p> <p>I can ask, and suggest answers to, questions of values and commitments, relating them to his/her own and others" lives.</p> <p>I can raise questions that cause wonder and take part in a discussion which explore others" beliefs and ideas.</p>			
	Level 1	<p>I can remember a Christian story and talk about it.</p> <p>I can use the right names for things that are special in a religion.</p> <p>I can recognise and talk about religious art, symbols and words.</p> <p>I can talk about things that happen to me.</p> <p>I can talk about what I find interesting or puzzling.</p> <p>I can talk about what is important to me and to other people.</p>					