

Aldwyn Primary School - RE Overview



Nursery

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Children in Nursery will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Understanding the world

3 and 4- year olds

- Begin to make sense of their own life story and family's history.
- Talk about members of their immediate family and community.
- Continue developing positive attitudes about the differences between people.

Reception

Autumn 1

Autumn 2
Which times are special and why?

Spring 1
Which people are special and why?

Spring 2

Summer 1
What is special about our World?

Summer 2

- Give examples of special occasions that they and others have experienced and suggest features of a good celebration.
- Say why Sukkot is a special time for Jewish people.
- Say why Diwali is a special time for Hindus.
- Recall a simple story connected with Diwali.
- Say why Christmas is a special time for Christians.

- Talk about people who are special to them including themselves, their classmates and people from outside the class community.
- Say what makes other people special to them.
- Talk about people who are special to them in the local community.
- Say what makes people in the local community special.

- Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world.
- Think about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature.
- Re-tell the story of creation from Genesis 1, talking about what

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	<ul style="list-style-type: none"> Recall a simple story connected with Christmas. Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. Recall simple stories connected with festivals. Say why festivals are special times for members of faith communities 	<ul style="list-style-type: none"> Recall a story about a special person in Sikhism and talk about what can be learnt from it. Identify some of the qualities of a good friend and identify their own good friends. Recall and talk about a story of Jesus as a friend to the disciples. Recall and talk about the story of the feeding of the 5000. Identify some of the qualities shown by the boy in the feeding of the 5000. Identify some of the qualities of a good friend. Recall and talk about a story where Jesus shows friendship to another 		<p>it says about the world, God, human beings.</p> <ul style="list-style-type: none"> Express ideas about how to look after wildlife in response to the story of Muhammad and the Crying Camel. Talk about what the story of Muhammad and the Crying Camel says about God, the world and human beings. Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens. Talk about what the story of Muhammad and the Kittens says about God, the world and human beings. Talk about what people do to mess up the world and what they do to look after it. Talk about their own experiences and feelings about when the world is and is not looked after. 	
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Year 1					
Autumn 1 Who is a Christian and what do they believe?	Autumn 2 The Easter Story	Spring 1	Spring 2 What makes some places sacred?	Summer 1 How and why do we celebrate special and sacred times?	Summer 2
<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Ask some questions about believing in God and offer some ideas of their own. • Talk about issues of good and bad, right and wrong arising from the stories. 	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter. • Re-tell stories connected with Easter. 		<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • Ask good questions about what happens in a church, synagogue or mosque. 	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter. • Re-tell stories connected with Easter and say why these are important to believers. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. • Ask questions and suggest answers about stories to do with Christian festivals. 	

Year 2					
Autumn 1	Autumn 2 What can we learn from sacred books?	Spring 1 The Easter Story	Spring 2	Summer 1	Summer 2

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	The Christmas Story		What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	
	<ul style="list-style-type: none"> • Independently give reasons why a holy book is considered to be holy. • Retell the story of the Lost Sheep; suggest meaning(s) of the story. • Recognise that sacred texts contain teachings which are special to many people. • Identify and talk about the meaning of at least 2 teachings of Jesus, recognising that they come from the Christian tradition. • Recognise that the sacred texts contain stories which are special to many people and should be treated with respect. • Talk about the issues of good and bad, right and wrong arising from the story of The Ten Commandments. • Suggest a meaning for the story of Prophet 	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter. • Re-tell stories connected with Easter. 	<ul style="list-style-type: none"> • Recognise symbols of belonging for Christians, Jewish people and or Muslims. • Give an account of what happens at a traditional Christian infant Baptism/Christening and suggest what the actions and symbols mean. • Identify 2 ways people show they belong to each other when they get married. 	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion. • Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	

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	Mohammad and the Black Stone. <ul style="list-style-type: none"> Retell Jonah and the Whale and suggest meanings for this story. 				
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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Why are festivals important to religious communities?	What do different people believe about God?		What does it mean to be Christian in Britain today?	
	<ul style="list-style-type: none"> Ask questions and give ideas about what matters most to believers in festivals. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Make connections between stories, symbols and beliefs with what happens in at least 2 festivals. Identify similarities and differences in the way festivals are celebrated within and between religions. 	<ul style="list-style-type: none"> Ask questions and suggest some of their own responses to ideas about God. Identify how and say why it makes a difference in people's lives to believe in God. Describe some of the ways in which Christians describe God. Suggest why having a faith or belief in something can be hard. Describe some of the ways in which Muslims describe God. 		<ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings. Suggest at least 2 reasons why being a Christian is a good thing in Britain today, and 2 reasons why it might be difficult. Describe some ways in which Christians express their faith through hymns and modern worship songs. Discuss links between the actions of 	

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		<ul style="list-style-type: none"> Describe some of the ways Hindus describe God. Ask questions and suggest some of their own responses to ideas about God, including the atheist idea: there is no God. 		Christians helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	
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Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why do some people think life is a journey? What significant experiences mark this?		What can we learn from religion about right and wrong?			Why is Jesus so inspiring to some people?
<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey. Suggest reasons why marking the milestones of life are important to Christians/Hindus and/or Jewish people. Describe what happens in Christian/Hindu ceremonies of commitment and say 		<ul style="list-style-type: none"> Give examples of rules for living and suggest ways in which the Golden Rule might have an impact on behaviour of those who try to keep it and people with whom they deal. Give examples of rules for living from Judaism and suggest ways in which they might help believers act in particular situations. 			<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and they way Christians live today. Describe how Christians celebrate Holy week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Identify what is important for Christians.

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<p>what these rituals mean.</p> <ul style="list-style-type: none"> • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. 		<ul style="list-style-type: none"> • Discuss ideas about how people decide right and wrong. • Give examples for rules for living from Christianity and Judaism and suggest ways in which they might help believers with difficult decisions. • Discuss ways in which Christians and Jewish people might decide what is right and wrong. • Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions. • Discuss their own ideas about how people decide right and wrong, including ideas that come from Humanism and religious traditions. • Make connections between stories of temptation in Judaism and Christianity and why 			
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		<p>people can find it difficult to be good.</p> <ul style="list-style-type: none"> • Discuss their own ideas about how people decide right and wrong and how this can be affected by temptation. • Give examples of ways in which some inspirational people have been guided by their religion. 			
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Year 5					
Autumn 1 What would Jesus do?	Autumn 2	Spring 1 If God is everywhere why go to a place of worship?	Spring 2	Summer 1 What does it mean to be a Muslim in Britain today?	Summer 2
<ul style="list-style-type: none"> • Outline Jesus' teachings on how his followers should live. • Explain the impact Jesus' example and teachings might have on a Christian today. • Offer interpretations of 2 of Jesus' parables and say what they might teach Christians about how to live. • Express their own understanding of what 		<ul style="list-style-type: none"> • Select and describe the most important functions of a place of worship for the community. • Present ideas about the importance of people in a place of worship, rather than the place itself. • Give examples of how places of worship support believers in difficult times, 		<ul style="list-style-type: none"> • Make connection between Muslim practice of The Five Pillars and their beliefs about God and the Prophet Mohammad. • Make connections between the key functions of the mosque and the beliefs of Muslims. • Describe the forms of guidance a Muslim 	

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Jesus would do in relation to a moral dilemma from the world today.		explaining why this matters to believers. <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions. 		uses and compare them to forms of guidance experienced by pupils. <ul style="list-style-type: none"> • Describe and reflect on the significance of the Holy Qur'an to Muslims. 	
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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What do religions say to us when life gets hard?	Is it better to express your religion in arts and architecture or charity and generosity?		What matters most to Christians and Humanists?	
	<ul style="list-style-type: none"> • Express ideas about how and why religions can help believers when times are hard, giving examples. • Outline Christian/Hindu and/or non religious beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife. 	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art. • Apply ideas about values and from scriptures to the title question. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. 		<ul style="list-style-type: none"> • Express their own ideas about some big moral concepts, such as fairness and honesty comparing them with the ideas of others they have studied. • Describe some Humanist values simply. • Describe what Christians mean about humans being made in the image of God and being 'fallen' giving examples. 	

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				<ul style="list-style-type: none">• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	
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