

RE Overview 2015/2016 .

|            | Autumn  | Spring  | Summer   |
|------------|---|---|--|
| Foundation | <p>Myself.<br/>Unit 1 (A2 -B1 - B1:1 - B1:2)<br/>Recognise and explore their own feelings:</p> <ul style="list-style-type: none"> <li>• Develop awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Respond to significant experiences showing a range of feelings when appropriate.</li> <li>• Consider the consequences of their words and actions for themselves and others.</li> </ul> <p>My special things.<br/>Unit 2 (A1 - B1:2 - B2)<br/>Understand why some things are special / precious:</p> <ul style="list-style-type: none"> <li>• Understand that people have different needs, views, cultures and beliefs which need to be treated with respect.</li> <li>• Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> <li>• Have a developing respect for their own cultures and beliefs and those of other people.</li> </ul> <p>My Friends.<br/>Unit 3 (A1 - A2 - B1:3 - B2):<br/>Establish effective relationships with other children and adults:</p> <ul style="list-style-type: none"> <li>• Form good relationships with adults and peers.</li> <li>• Work as part of a group or class taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</li> <li>• Understand more about what is wrong, what is right and why.</li> </ul> | <p>Special times in my life.<br/>Unit 5 (A1 - B1:3):<br/>Recognise special times in their lives. The value of feeling good about themselves for their well being:</p> <ul style="list-style-type: none"> <li>• Respond to significant experiences, showing a range of feelings when appropriate.</li> <li>• Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> </ul> <p>Special times for me and others.<br/>Unit 6 (A1 - B2):<br/>Respond to key religious events throughout the year (festivals)</p> <ul style="list-style-type: none"> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Have a developing respect for their own culture and beliefs and those of other people.</li> <li>• Respond to significant experiences, showing a range of feelings when appropriate.</li> </ul> <p>Beautiful world.<br/>Unit 7 (A1 - B1:1 - B1:2 - B2):<br/>To explore and respond to the natural world:</p> <ul style="list-style-type: none"> <li>• Observe, find out about and identify features in the place they live and the natural world.</li> <li>• Ask questions about why things happen and how things work.</li> <li>• Find out about, and identify some features of, living things, objects and events they observe.</li> <li>• Look closely at similarities, differences, patterns and change.</li> <li>• Find out about their environment and talk about those features they like and dislike.</li> </ul> | <p>Our living world.<br/>Unit 9 (A2 - B1:1 - B1:2):<br/>Care for and respect all living things:</p> <ul style="list-style-type: none"> <li>• Find out about and identify some features of living things, objects and events they observe.</li> <li>• Look closely at similarities, differences, patterns and change.</li> <li>• Observe, find out about and identify features in the place they live and the natural world.</li> </ul> <p>Our special places.<br/>Unit 10 (A1 - B1:1 - B2):<br/>Identify places which are special to them and/or others.</p> <ul style="list-style-type: none"> <li>• Observe, find out about, and identify features in the place they live and the natural world.</li> <li>• Find out about their environment, talk about those features they like and dislike.</li> <li>• Begin to know about their own cultures and beliefs and those of other people.</li> </ul> <p>Our books are special.<br/>Unit 11 (A1 - B1:2 - B2):<br/>Know that books are important sources of information to be respected as precious resources:</p> <ul style="list-style-type: none"> <li>• Know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Listen with enjoyment and respond to stories and songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.</li> <li>• Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.</li> </ul> |

|  |   |   |   |
|--|---|---|---|
|  | <p>Special people to me.<br/>Unit 4 (A1 - B2):<br/>Recognise and respond appropriately to key figures in their lives:</p> <ul style="list-style-type: none"> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Think about being thankful, asking for help, saying sorry in relationships with adults and peers.</li> <li>• Consider the consequences of our words and actions for themselves and others.</li> </ul> | <p>My life.<br/>Unit 8 (A2 - B1:1 - B1:2):<br/>Appreciate the wonder of birth and development:</p> <ul style="list-style-type: none"> <li>• Ask questions about why things happen and how things work.</li> <li>• Find out about past and present events in their own lives, and in those of their families and other people they know.</li> <li>• Begin to know about their own cultures and beliefs and those of other people.</li> </ul> | <p>My senses.<br/>Unit 12 (A1 - B1:2):<br/>Respond to key aspects of religion using their senses:</p> <ul style="list-style-type: none"> <li>• Respond in a variety of ways to what they see, hear, smell, touch and feel.</li> <li>• Explore colour, texture, shape, form and space in two and three dimensions.</li> <li>• Use their imagination in art and design, music, dance and imaginative role play and stories.</li> <li>• Make pictures, and other expressions of their own ideas, favourite stories etc.</li> </ul> |
|--|---|---|---|

|    | Autumn  | Spring  | Summer  |
|----|---|---|---|
| Y1 | <p>The Good Earth - Giving thanks.<br/>Unit 6 (A2 - B1:1 - B1:3):</p> <ul style="list-style-type: none"> <li>Identify changes within the seasons.</li> <li>Know that different religions have special festivals to say thank you to God for our natural world.</li> <li>Appreciate the importance of saying thank you.</li> <li>Begin to realise their responsibilities in caring for the world.</li> </ul> <p>Celebrations for Christians - Christmas.<br/>Unit 1 (A1 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>Understand that religion is a way of life for believers and that festivals &amp; celebrations are one part of a range of experiences and occasions.</li> <li>Retell stories of the Christian festivals or celebrations studied.</li> <li>Connect the idea of celebrating in their own lives with those of others.</li> <li>Understand the concept of a precious gift and relate the ideas of giving and receiving gifts to their own experience.</li> </ul> | <p>Belonging to a Christian Community.<br/>Unit 7 (A1 - A2 - B1:1 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>Write about where they belong, and who and what they belong to.</li> <li>Draw on their own experiences to identify what is involved in belonging to a family or school.</li> <li>Retell what happens at a Christian Christening and explain some of the symbolism used.</li> <li>Talk about what belonging means for Christians.</li> </ul> <p>Celebrations for Christians - Easter.<br/>Unit 1 (A1 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>Understand that religion is a way of life for believers and that festivals &amp; celebrations are one part of a range of experiences and occasions.</li> <li>Retell stories of the Christian festivals or celebrations studied.</li> <li>Connect the idea of celebrating in their own lives with those of others.</li> <li>Understand the concept of a precious gift and relate the ideas of giving and receiving gifts to their own experience.</li> </ul> | <p>Visiting a Christian Church.<br/>Unit 3 (A1 - B2):</p> <ul style="list-style-type: none"> <li>Know that a church is a special place for Christians and consider some reasons why.</li> <li>Recognise some of the artefacts and symbols found in a church and know the purpose of some of them.</li> <li>Reflect on their own feelings and responses to the atmosphere of a holy building.</li> </ul> <p>Talking about God.<br/>Unit 9 (A1 - B1:2 - B1:3 - B2):</p> <ul style="list-style-type: none"> <li>Explore their own ideas about God and begin to understand and appreciate some beliefs that other people (Christians and members of another religion) have about God(s).</li> <li>Begin to appreciate the many ways people worship and the range of artefacts used to aid worship.</li> <li>Begin to understand the importance of prayer to many people.</li> </ul> |

|    | Autumn   | Spring  | Summer  |
|----|--|---|---|
| Y2 | <p>What can we find out about the Torah and the Bible?</p> <p>Unit (A1 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>• Know that some books are special to them and that other people also have very special books.</li> <li>• Know that the Torah is a Holy Book for the Jews and explain how it is treated.</li> <li>• Know that the Christian Holy Book is the Bible and that it comprises of the Old &amp; New Testament.</li> <li>• Understand some of the ways the Torah and the Bible are used and handled by Jews and Christians in the synagogue, the church and at home, eg for stories, guidance, meanings and teaching about God and goodness.</li> </ul> <p>Stories of authority for Jews and Christians from the Bible.</p> <p>Unit 5 (A2 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>• Begin to realise the need for rules in society.</li> <li>• Recognise the authority figures in their life at home and in school, and think about how they respond.</li> <li>• Know that the Christian Bible is divided into two parts - the Old and New Testaments.</li> <li>• Know that the Jews revere the Torah.</li> <li>• Know that the Bible is an important book for Christians and Jews as it gives them guidance about how to live and about God.</li> </ul> | <p>Celebrations for members of a world religion other than Christianity.</p> <p>Unit 2 (A1 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>• Understand that religion is a way of life for believers and that festivals and celebrations are one part of a range of experiences and occasions.</li> <li>• Retell the stories of the chosen festival.</li> <li>• Connect the idea of celebrating in their own lives with those of others.</li> <li>• Begin to understand the symbolism of the use of light in religious festivals.</li> </ul> | <p>Belonging to a Jewish Community.</p> <p>Unit 8 (A1 - A2 - B1:1 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>• Write about where they belong, and who and what they belong to.</li> <li>• Know how a baby is welcomed in to the Jewish religion.</li> <li>• Know what is special about belonging to a Jewish community and explain some of the practices which Jews share in the home and at the synagogue.</li> <li>• Explain the significance of some of the artefacts and symbols used by members of the Jewish community.</li> <li>• Talk about what belonging means for Jews.</li> </ul> |

|    | Autumn  | Spring   | Summer  |
|----|---|--|---|
| Y3 | <p>Christian beliefs and lifestyles.<br/>Unit 1 (A1 - A2 - B1:1 - B1:2):</p> <ul style="list-style-type: none"> <li>Consider their own beliefs about God and understand Christian belief and teaching about God.</li> <li>Know and understand what Christians believe Jesus taught about God's intended way of life, and consider Jesus' teachings in the light of their own rules for living.</li> <li>Appreciate why Christians take part in charitable deeds, and know something of the kinds of actions Christians are involved with.</li> <li>Know and understand why Christians worship together and ways in which they serve the community.</li> </ul> | <p>Christian journeys part 1- Christmas journeys / Easter journeys / Journeys of St Paul/ Journeys of the Saints / The journey of life.<br/>Unit 7 (A2 - B1:1 - B1:3 - B2):</p> <ul style="list-style-type: none"> <li>Consider their own feelings about making journeys and understand the beliefs and values of others who have made journeys.</li> <li>Appreciate why many Christian missions take people away from their homes.</li> <li>Consider their own life as a journey and what skills and qualities are needed to take them on their journey in the future.</li> </ul>                 | <p>Buddhist beliefs and lifestyles.<br/>Unit 6 (A1 - A2 - B1:1 - B1:2 - B1:3 - B2):</p> <ul style="list-style-type: none"> <li>Consider their own beliefs about God's character and understand Buddhist beliefs and the teachings of Buddha (dhamma).</li> <li>Know about the enlightenment of the Buddha and the effect this had on his life.</li> <li>Understand that Buddhists turn to the 3 treasures for help and refuge - the Buddha, the Buddha's teachings (the Dhamma) and the Buddhist community (the Sangha).</li> </ul>   |
| Y4 | <p>Jewish beliefs and lifestyles.<br/>Unit 4 (A1 - A2 - B1:3 - B2):</p> <ul style="list-style-type: none"> <li>Consider their own beliefs about God's character and understand Jewish belief in one good God.</li> <li>Know and understand Jewish belief about the Torah, how it should be treated and the importance of its teachings and know about the significance of some of the Jewish forefathers.</li> <li>Realise the significance of the 10 Commandments to Jews and how they put these into practice.</li> <li>Appreciate what Judaism teaches about following their faith through family life.</li> </ul>   | <p>Religious / Christian journeys part 2 - Religious journeys in general / Journeys of missionaries / Journeys of modern day missionaries / Christian journeys / journeys of Church leader.</p> <ul style="list-style-type: none"> <li>Consider their own feelings about making journeys and understand the beliefs and values of others who have made journeys.</li> <li>Appreciate why many Christian missions take people away from their homes.</li> <li>Consider their own life as a journey and what skills and qualities are needed to take them on their journey in the future.</li> </ul> | <p>Muslim beliefs and lifestyles.<br/>Unit 3 (A1 - A2 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>Consider their own beliefs about God's character and understand Muslim belief and teaching about Allah.</li> <li>Know and understand Muslim belief about the Qur'an, how it should be treated, and the importance of its teaching. Know about the significance of the Prophet Muhammad (pbuh).</li> <li>Know and understand what the 5 pillars of Islam are, and the significance they hold for Muslims. Understand that Muslims practicing the 5 pillars of Islam do so out of obedience of Allah.</li> <li>Appreciate what Islam teaches about following Allah through family life.</li> </ul> |

|    | Autumn  | Spring   | Summer  |
|----|---|--|---|
| Y5 | <p>Christmas and Divali: What can we learn from the celebrations?</p> <p>Unit 10 (A1 - A2 - B1:2 - B1:3 - B2):</p> <ul style="list-style-type: none"> <li>• Explain the stories behind the Hindu celebration of Divali and the Christian celebration of Christmas, and the significance and meaning of some of the events in the stories.</li> <li>• Know and understand the significance of these two festivals for believers, what the beliefs are behind the stories and the customs of celebration.</li> <li>• Consider what they have learnt for themselves from the Hindu and Christian stories, reflecting on themes such as good and evil, light and darkness.</li> <li>• Consider what the most important events are in their own lives, and what they mean to pupils themselves.</li> </ul> | <p>Hindu beliefs and lifestyle.</p> <p>Unit 2 (A1 - A2 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>• Consider their own beliefs about God's character and understand Hindu belief and teaching about Brahman and Hindu gods and goddesses.</li> <li>• Know and understand how Hindus worship their gods and goddesses and that this worship can take place in the home and in the temple and that certain times of the year are special for Hindus.</li> <li>• Appreciate Hindu teachings about dharma (duty) through family life.</li> <li>• Understand that Hindus regard life as a journey.</li> </ul> | <p>Beautiful world? Wonderful God?</p> <p>Unit 8 (A2 - B1:1 - B1:2 - B1:3 - B2):</p> <ul style="list-style-type: none"> <li>• Begin to appreciate the beauty of the natural world and make their own responses to it.</li> <li>• Understand the responsibilities they have in caring for our world.</li> <li>• Consider their own beliefs about creation and understand the Christian beliefs about the creation of the world.</li> <li>• Know and understand what the Bible teaches about the relationship between God and mankind and how mankind destroyed their privileged position in God's world.</li> </ul>  |
| Y6 | <p>Religion in our neighbourhood.</p> <p>Unit 11 (A1 - A2 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>• Develop their understanding of two religions represented in Great Britain, and their influence upon individuals, communities and society.</li> <li>• Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.</li> </ul>   | <p>Sikh beliefs and lifestyles.</p> <p>Unit 5 (A1 - A2 - B1:3 - B2):</p> <ul style="list-style-type: none"> <li>• Consider their own beliefs about God's character and understand Sikh belief and the teachings of the Gurus.</li> <li>• Know and understand Sikh belief about symbols of identity and what they represent.</li> <li>• Appreciate what Sikhism teaches about following God and the effect this has on their lifestyles and values.</li> <li>• Know and understand the importance of the Guru Granth Sahib to Sikhs.</li> </ul>   | <p>Symbols in worship - at the Cathedral and/or the Mosque.</p> <p>Unit 9 (A1 - B1:2 - B2):</p> <ul style="list-style-type: none"> <li>• Gain an understanding of the importance of symbols and their use in everyday life, as an aid to evoke memories of events or stories.</li> <li>• Identify some religious symbols and some symbolic actions in a religious context and explain that metaphors, symbols, actions and objects convey religious meaning.</li> <li>• Show how religious beliefs can be expressed through art and architecture.</li> <li>• Name some parts of a religious building and religious objects and say why they have value for members of religious communities.</li> </ul> |