



RE OVERVIEW

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2 *	Summer 1	Summer 2
Reception	Harvest	Diwali Hannukah The Christmas Story	Chinese New Year Baptism	Easter	Ramadan	Eid
Year 1	Books and Stories in Christianity: Introduction to the Bible Noah's Ark The Good Samaritan Stories in Judaism		Christianity Places of Worship Signs and Symbols Celebrations within Christianity Christian families within the community		Judaism: The Family God making the world in 7 days Shabbat Celebrations Judaism: The Community	
Year 2	Religious signs and symbols Christian, Jewish, Hindu, Islam Christianity: The Christmas Story - Sequencing and retelling.		Places of worship Recap Christian Church Synagogue Mosque Christianity: The Easter Story - Sequencing and retelling		Judaism: The Torah Recap Synagogue Importance of the Torah Story from the Torah: Moses and the story of Passover.	
Year 3	Jesus	The Church Year - Christmas Advent and the meaning		The Church Year - Easter		Buddhism
Year 4		Hinduism		Christianity in Action		Peace
Year 5		Stories Of Faith		Islam		Actions and Beliefs in the World
Year 6		Sikhism in Britain today		Words of Wisdom		Humanism - Beliefs and Values

* Lent Reflection and Spiritual Awareness and Development - Dependent on The Christian Calendar



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ATI	<p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will: -</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>1.1.1 Begin to name the different beliefs and practices of Christianity and at least one other religion.</p> <p>1.1.2 To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.</p> <p>1.1.3 Show how different people celebrate aspects of religion.</p>	<p>1.2.1 Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</p> <p>1.2.2 Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</p> <p>1.2.3 Begin to understand what it looks like to be a person of faith.</p> <p>1.2.4 Pupils begin to use key words</p>	<p>1.3.1 Recall the different beliefs and practices of Christianity and at least one other religion.</p> <p>1.3.2 Retell some of the religious and moral stories from at least three different religious texts and books.</p> <p>1.3.3 Understand what it looks like to be a person of faith. Use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>1.4.1. Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</p> <p>1.4.2 Begin to compare the similarities of at least three different religious texts or stories.</p> <p>1.4.3 To begin to understand the diversity of belief in different religions, nationally and globally.</p> <p>1.4.4 Begin to compare directly</p>	<p>1.5.1 Begin to make connections between different belief and practices of all religions.</p> <p>1.5.2 Begin to compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>1.5.3 To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.</p>	<p>1.6.1 Make connections between different belief and practices of all religions.</p> <p>1.6.2 Make links and compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>1.6.3 To understand and evaluate the diversity of belief in different religions, nationally and globally.</p>



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	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><i>**These skills built upon through out the year along side other themes and topic areas to develop the skills inline with the Early Learning Goals.</i></p>	<p>1.1.4 Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.</p>	<p>and vocabulary related to Christianity and at least one other religion.</p>		<p>different responses to ethical questions looking at a range of different religions.</p>	<p>1.5.4 Articulate and begin to apply the different responses to ethical questions from a range of different religions</p>	<p>1.6.4 Articulate and apply the different responses to ethical questions from a range of different religions</p>
AT2		<p>2.1.1 Begin to talk about and find meanings behind different beliefs and practices.</p> <p>2.1.2 Begin to suggest meanings of some religious and moral stories.</p> <p>2.1.3 Either ask or respond to questions about what individuals and faith communities do.</p>	<p>2.2.1 Talk about and find meanings behind different beliefs and practices.</p> <p>2.2.2 Suggest meanings of some religious and moral stories.</p> <p>2.2.3 Ask and respond to questions about what individuals and faith communities do.</p> <p>2.2.4 Express their own ideas,</p>	<p>2.3.1 Suggest and find meanings behind different beliefs and practices.</p> <p>2.3.2 Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</p> <p>2.3.3 Ask and respond to questions about what individuals and faith</p>	<p>2.4.1 Respond to meanings behind different beliefs and practices.</p> <p>2.4.2 Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p> <p>2.4.3 Express views about why belonging to a faith community is valuable in their own lives.</p>	<p>2.5.1 Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</p> <p>2.5.2 Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.</p>	<p>2.6.1 To reflect and respond to the significance of meaning behind different beliefs and practices.</p> <p>2.6.2 Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</p> <p>2.6.3 Express views creatively as to why belonging to a</p>



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		<p>2.1.4 Express their own ideas creatively.</p>	<p>opinions and talk about their work creatively using a range of different medium.</p>	<p>communities do and why.</p> <p>2.3.4 Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.</p>	<p>2.4.4 Begin to make connections between their own ideas and others.</p>	<p>2.5.3 Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.</p> <p>2.5.4 Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</p>	<p>faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.</p> <p>2.6.4 Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.</p>
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